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# THE TEACHERS COLLEGE JOURNAL

VOLUME I

MAY, 1930

NUMBER 5

## What Are The Causes For The Decline In Enrollment On Elementary Teacher Training Curricula?

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Indiana State Teachers College

It has been reported recently that since 1926 there has been a decrease of fifty-four and seven-tenths per cent in the enrollment of students on two-year curricula for elementary teaching.<sup>1</sup> The purpose of this article is to report the results of an effort to learn something of the reasons for this condition. The method employed was that of having freshmen in the Indiana State Teachers College answer two questionnaires, in the first of which they were simply asked to give their reasons for their choice of curricula, while in the second they were asked to answer a long list of questions calling for facts about themselves and their personal history which might throw some light on the reason for choice of curricula. Students were encouraged in every possible way to answer carefully and accurately, and their replies seem to show that almost all of them did so. Since only about seventy-five replies were secured from two-year students, it was decided to compare their replies with an equal number of replies from four-year students selected at random from several hundred replies received from the latter group.

### Statements of Reasons for Choice Given By Students Themselves

In this part of the study the statements given were so varied in form that it proved difficult in some cases to classify them under any definite heading. Also, since any tabulation of responses to questions involving a complex of motives and attitudes can only be regarded as an approximation of the true situation, it would seem that the general trend of the statements of the two groups is about all there is of value to be learned from the first part of the study. Below are given in the order of frequency the six most important reasons for choice of curricula stated by the two-year group and by the four-year group.

#### Two-year Group

1. Preference for teaching children at this period of development.
2. Limited financial means.
3. Personal fitness.
4. Previous success in managing children at this period of development.
5. Aim to teach a while in order to secure funds to complete a four-year course. (Twenty-one out of seventy-five students stated this definitely.
6. Better opportunity of securing position.

<sup>1</sup>Devricks, R. K., "Freshman College Enrollments in Indiana on Teacher Training Courses," Teachers College Journal, Vol. I, No. 3. Pp. 83-5.



#### Four-year Group

1. Interest in major subject or desire to teach major subject. (Mentioned three times as often as next reason).

2. Belief that there is demand for teachers of major subject.

3. Special aptitude or personal fitness.

4. Social and cultural value.

5. Stepping stone to commercial work, etc.

6. Belief that salaries are larger; influence of former teachers.

#### Reasons As Indicated by Objective Statements Made By Students

1. Family background:—A classified table of occupations of fathers was made. The relative proportions of fathers of the two groups of students who are engaged in higher-level work such as professional, managerial, proprietary, etc., and on the other hand in lower level occupations such as trades, clerical work, etc., is practically the same. About twice as many fathers of two-year students as of four-year students are farmers, but on the other hand there are twelve professional men for the two-year group as compared with six for the four-year group.

Somewhat more two-year students than four-year students have parents, brothers, or sisters who attended college, and about fifty per cent more two-year students than four-year students have relatives who have been teachers.

The social and intellectual background of the two-year students seems to be in general as good and in some cases better than that of four-year students.

2. Financial means for securing education:—Somewhat more two-year students than four-year students stated that their relatives were paying the cost of their education entirely or to a large extent. The significance of this is not clear when considered in relation to the statement about limited finances in the preceding section.

3. Influence of prospective salaries:—Of the two-year students only three stated that salary consideration influenced their choice while twenty-six of the four-year students indicated that salary considerations influenced them.

Practically eighty per cent of both groups combined state that they were not influenced by prospective salaries.

4. Mental ability of students:—Since the reports were anonymous it was impossible to compare the two groups on intelligence scores. An effort was made to secure accurate data concerning the students' high school scholarship, but this was found to be impracticable.

5. Influence of advice:—The facts as taken from the questionnaires are that of the two-year group nineteen reported no advice received, eighteen received advice from high school teachers, fourteen received advice from elementary teachers, and thirty-four were advised by their own family. In the four-year group twenty-one reported no advice received, thirty received advice from high school teachers, one received advice from elementary teachers, and twenty-five received advice from their families.

Advice was given much more frequently by high school than by elementary teachers, and the four-year group shows the larger number of high school teachers giving advice. More than twenty-five per cent of both groups combined state that no advice was received.

6. Personal attitudes regarding elementary and high school work:—Since teachers have a great personal influence on the attitudes of pupils, those who filled out the questionnaires were asked to state in what grades they had the best-liked teachers. The data show that fifty-five of the two-year students liked their teachers in the elementary grades better, while forty-nine of them liked their high school teachers better. Of the four-year students twenty-three liked their elementary teachers better and sixty-two liked their high school teachers better.

For the same reason as given above the students were asked to state in what developmental period they liked children best. Of the two-year group sixty showed a preference for children from six to twelve years of age, twelve preferred them above twelve years, and thirteen had no choice. Of the four-year students twenty-four preferred children from six to twelve years of age, thirty-two had a preference for children above twelve years of age, and twenty-one had no choice.

They were asked also to state whether they considered the two-year or four-year curriculum more attractive from the stand-



point of subject-matter. The four-year curriculum was considered more attractive by nineteen two-year students and by fifty-seven four year students. Only nineteen of the two-year group considered the two-year curriculum more attractive. Forty-three of the two-year group had no preference, while eighteen of the four-year group had none.

#### General Conclusions

1. Whatever inferences any one may draw from the data of this study must be regarded as very tentative because of the relatively small number of cases studied and because the procedure was not of such a nature as to secure the most accurate knowledge of the true motives of the students. Nevertheless, these data seem to be of real value in indicating certain tendencies.

2. There are many indications that a considerable number of this group do not appear to have any definite choices or definite reasons for pursuing their respective curricula. This is indicated by the lack of interest in prospective salaries, choice of courses without advice, lack of interest in children of any age and in the subjects of either curriculum. Personal conversations with students occasionally re-

veal confirmatory evidence. In many cases they choose their work for the most trivial reasons.

3. The various items in this study tend to show that two-year elementary students were influenced most by the possibility of teaching after two years and then completing the additional requirement for high school teaching and by such attitudes as desire to follow the footsteps of best-liked teachers, interest in young children, etc. They seem to have little interest in the subject-matter of the courses, and are quite idealistic in their indifference to salaries.

4. The four-year students seem to be influenced much more than two-year students by interest in their subjects of study, their conception of the cultural and social value of their curriculum, and their belief that there is a demand for high school teachers. The influence of former teachers and of their attitude toward children of different ages also seem to be factors having some influence.

The facts of the study tend to confirm a rather wide-spread belief that one of the biggest causes of the drift away from elementary teaching is the generally unfavorable position of the elementary teacher as compared with the high school teacher.

## What Is Distinctive In Our Teacher-College Courses

Henry Cremer

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State Teachers College, Indiana, Pa.

What are the distinctive features of the courses offered in our state teachers colleges?

This investigation is concerned with the courses found in the institutions called State Teachers College in the state of Pennsylvania. There are thirteen in number. The registrars and presidents of the various institutions are to be commended for their replies on matters of information. Other data were obtained from the most recent catalogues.

The standard curricula given by the Pennsylvania State Teachers Colleges are six in all. These include a kindergarten-primary curriculum of two years, an intermediate curriculum of two years, a rural school curriculum of two years, an advanced two-year curriculum, a four-year curriculum in elementary education, and a high school curriculum of four years.

Bloomsburg, Clarion, California, and Shippensburg have just the six standard curricula. East Stroudsburg has not been offering the rural school curriculum, but is ready to give it when the demand arises.

The remaining institutions offer certain curricula in addition to the standard courses, including East Stroudsburg. The State Teachers College at Lock Haven is the only one that offers a four-year course which leads to the B. S. degree in educa-

tion in the kindergarten field. It also offers a two-year kindergarten course. In the field of home economics Indiana and Mansfield both offer a four-year curriculum leading to a B. S. degree in home economics. In health education East Stroudsburg, Slippery Rock, and West Chester give four-year courses with a B. S. degree in education or in health education. Four-year courses in music are presented at Indiana, Mansfield, and West Chester, each school granting a B. S. degree in public school music or music. Two colleges have four-year courses in art, namely, Edinboro, and Indiana. Kutztown offers a three-year course in art. In these last cases, a B. S. degree is awarded in public school art or in art education. Kutztown permits a two-year curriculum in library science ending in no degree, while Millersville grants a B. S. degree in education at the termination of a four-year curriculum. Indiana stands out alone in offering a commercial curriculum of four years and grants a B. S. degree in education.

A final observation from the whole situation suggests that Indiana is the largest in enrollment, and although it offers ten curricula out of a possible thirteen, and is distinctive in giving the commercial curriculum, it does not offer the health education curriculum, kindergarten curriculum, or the library curriculum.

## Puppet Or Pilot

A. C. Payne

Professor of Education  
Indiana State Teachers College

For eleven years it has been my great pleasure to live by the sea from six to twelve weeks each summer. I have watched the great freighters of the sea laden with material, and goods, and human freight, come in from the great ocean outside and go from the shore out again through Cape Charles and Cape Henry to the sea. I have seen the entire Atlantic Fleet of war vessels, great steel fortresses of the sea, as they blinked their messages to the fortresses on shore, sweep majestically past the Capes out into Hampton Roads to cast anchor there.

These vessels could not enter port whenever they were ready to come. They could not take any course they wished to follow. They could not cast anchor wherever they chose. Out in the sea, they could order their movements as they wished, but within the Capes, they moved at the bidding of others.

I often wondered how these hundreds of vessels came into harbor and out again, across the sea and home again, to the same anchorage they had made weeks, even months before.

The pilot is the man who makes this great achievement possible. He knows every foot of the sea from Cape Charles and Cape Henry to Willoughby Spit. He's acquainted with every shelf of rock, every shoal, every current. He's the master of the ship. No one pulls a string to tell him what to do. No wearer of gold lace orders him where to go or how fast to proceed. Passengers, officers, and crew, from cabin to steerage, from captain to stoker, must entrust their lives and their possessions, whether they will or not, to this master of the sea.

The work of these pilots of the Chesapeake has been most stimulating to me. A study of their training for service, the exclusiveness of their occupation, their absolute dominance of the situations in which they give their service, the bigness of their responsibility, the definiteness of their goals, has suggested my message for this afternoon. That Master Teacher

of all ages, the Man Whom Nobody Knows, the Man who is spoken of in the hymnology of the church as Master Pilot of the sea—to this greatest Pilot Teacher of the ages, I also give acknowledgement for inspiration and suggestion.

"The puppet, a small image in the form of a doll, a figure similar to the doll with jointed limbs, moved by hands or strings, or wires, hence a puppet show, a mock drama. One acting as another wills." This is perhaps the most significant statement that can be made concerning the nature of the puppet.

Pilot and Puppet have suggested the analysis of present day teaching which I propose to present in the form of studies of both puppet and pilot teaching as I have observed them, and studied them, yesterday and today.

In a demonstration school connected with one of the great universities of the country where one would suppose that only pilots directed the educational ship, there occurred recently a most significant educational experience. A brilliant young woman was finishing her senior year in the high school connected with the university. She had made A's in all her subjects during the three years she had been in school. It would not be supposed, however, that she was equally interested in all high school subjects. She did care more for some subjects than for others. At the close of the first semester of her junior year, she received her first and her only A-. She received this ranking from her teacher in mathematics. A few days after the grades for this particular period had been sent out, the mathematics teacher met the girl to whom she had given the A-. Scarcely waiting long enough for a cordial greeting, the teacher proceeded to criticize her severely for having lowered her standard of achievement, a criticism so unsympathetic, so caustic, that the girl, who was super-sensitive to criticism, was intellectually and emotionally shocked for many days.

In course of time, this mental upset



of the girl subsided, but there still remained the feeling that the teacher had treated her with little or no regard for the ethics involved in the situation. This feeling crystallized into what will probably remain an unfavorable attitude toward this teacher for the remainder of her life. The wrong outcome of this experience of teacher and pupil is still more significant because, prior to this time, the girl had entertained an almost filial affection for her teacher.

What about the scholarship of this teacher? Of all the ideals, of all the creeds, of all the constitutions, of all the sciences, physics, chemistry, biology, botany, zoology (each of these divided into many other sciences) electricity, radio, of all the literature, of all the art of the world, of all the music of the nations of the world—of all the product of man's thinking from Adam to Hoover, this teacher had a little knowledge of one of man's millions of experiences in his upward march toward the light. Because this girl was not as much interested as her teacher in this one bit of human experience, there was something wrong with her.

Already, the girl had won considerable distinction in English. Her knowledge and appreciation in this field had brought her praise from several literary critics. In music, she had already made such progress as would place her on the border line of genius. From childhood to young womanhood, her artistic tastes and appreciations had been matters of general comment.

What about the achievements of her teacher? She could write English of mediocre quality only. She had never been inclined to make any studies in literature, either from the point of view of knowledge or appreciation. That tune which the proverbially poor music pupil could have carried in one basket if carried by this teacher, would have required two baskets. In spite of this, this mathematics teacher would criticize harshly a pupil who had already made far more worth while achievements than she, but not in the one line, the only one line in which she herself had made any progress at all.

This teacher was not a pilot. She was entirely unworthy of such spiritual designation. She belonged to that large, that too large group of school teachers who,

puppet like, move at the behest of someone else, whose only mission in life seems to be to repeat what someone else has said or done without having had the birth pain of a single new idea to determine the rightness or wrongness of either their knowledge or their technique.

June Weatherby was a sophomore in an Indiana high school three years ago. June had already made considerable progress in music. She was already a member of the symphony orchestra of her city. Her attainment in music was the outcome of an overmastering purpose that had taken hold of the girl when she was only four or five years old. About the same time that this overmastering purpose rooted itself in the child's mental makeup, a second major purpose appeared to share recognition with the first. In time this second purpose had super-recognition. This second purpose was to be a nurse. When this had been achieved she was to use this attainment as a means of finishing a course in medicine, this last ideal to be the goal of life's most holy ambition.

At home, at school, at church, this girl talked about her life plans. This second purpose had become bone of her bone, flesh of her flesh. She spent her spare time at home writing letters of inquiry to the colleges and universities of the United States to determine where she could obtain the maximum recognition in medical school from the four years spent in nurse's training school. Instead of spending two, sometimes seven, nights of the week at the movies, she gave all the spare time from her school work to this investigation.

In some way, one of her teachers found out that she was spending some of her time in this orientation. It was not long after this that the girl found a note on her desk from her teacher which asked for an interview. The interview was held. The teacher strongly expressed herself as being unsympathetic with the girl's plans and purposes. She was likewise unfavorable toward the means that the girl had employed in her investigation. The teacher said, "You are going to lower your grades by spending your time as you do." This prediction came true. How easy it is for a pupil to receive a low grade when the teacher "feels" that she should have it!

From the conference with her teacher,

the child went home crying. She was soured and embittered against this teacher. That was not all. She could not understand why this teacher, or any other teacher, or any school even, should take an antagonistic attitude toward that which she held as dear as life itself, her plans for achieving her life's ideals.

Such a teacher is not a pilot. She doesn't even walk in a pilot's shoes. She's a puppet. She is teaching school as her forebears taught. Her instructional approach is the Hoosier Schoolmaster's technique and method dehumanized. Tradition lays its heavy hand on her in the morning, a static vision colors her teaching at noonday, and crystallization waits for her at eventide.

In another school, the teacher of eighth grade history assigned her pupils forty-two dates to be memorized over Sunday. It is most unfortunate that all pupils cannot see the humor of such school situations and treat them accordingly. Some do not. These want to stay away from Sunday school and to absent themselves from church to memorize these dates. These children help to destroy the spiritual atmosphere of the one day that should be characterized by serenity and repose. These children contribute to the extension of the terrific strain and tension of the six days of the weeks to the seventh. Why all this disquietude? The answer is that the pupil must please a moss-back, traditionalized teacher, a teacher whose place on the educational ship is not beside the pilot's house, nor by the captain on the bridge, but beside the stokers in the hold. Such a teacher may once have been a pilot. She's a puppet now. And all the king's oxen and all the king's men are not likely to make her a pilot again.

All of us school teachers must soon begin to see that the attitudes children take toward people, toward institutions, toward learning, toward the school subjects which they have, in more senses than one "finished," is far more significant than what they know about these subjects. Why do not adults continue to be learners all of their lives? They do not want to learn. Their attitude is wrong. Why do not children want to continue the study of literature begun in the high school? The answer is that the attitude they acquired toward

literature in the grades and the junior high school was wrong. Why does the pupil say, "I have had history once, but I am through with it." Like smallpox, he has had it once, but, thank goodness, he never expects to have it again. Why should a boy say this about his history study? It is the result of a wrong attitude toward the subject acquired most frequently through contact with a puppet teacher.

Out in South Dakota three years ago, I visited a class in ancient history—ancient in many ways. The lesson for that day was Egypt. The following seventeen topics had been assigned for recitation: (1) Egypt of today, (2) Cultural records and phonetic signs, (3) Invention of writing materials, (4) First glimpses of the pyramids, (5) The Gods of Egypt, (6) Rapid progress from the earliest stone masonry, (7) Vast size of the great pyramids, (8) The royal city, (9) Early sea-going ships, (10) Cattle raising and beasts of burden, (11) The coppersmiths, (12) Commerce by the sea, (13) The potter's wheel, (14) Traffic in goods, (15) Three classes of society in the pyramid age, (16) The empire of the temples, (17) Monuments of Thebes and the arrival of the horse in Egypt.

Seventeen unrelated topics for one lesson. Why had he not assigned the following for one lesson: orthos retrorsa, aviation, birth control, calymene senari, atavism, embroidery club, heredity, relativity, muckraker? These would have produced as much thinking, these would have had as much social value to these South Dakota boys and girls as this polyglot collection of topics in Egyptian history.

A few years ago, several of the most eminent educators of this country formed the American Citizenship League for the purpose of bettering the history teaching of this country. After five years study and twenty-six conference periods, this body decided that thirteen topics should constitute the core of the history work for the seventh grade, and twenty-three for the eighth grade for an entire school year. Yet this young man, in a South Dakota high school, in October's bright blue weather, had assigned for one lesson almost one and one half times as many unrelated topics as this group of educators had plan-

ned for a whole year's work in the seventh grade.

Where was the pilot that afternoon in South Dakota? He was not there. He would not have known the educational ship had he seen it. That man was not a pilot. The joy of leadership which stimulates pupils to fling back against their background of experience some new but related situations, could not tryst with him. That finest satisfaction of the pilot teacher which comes from mutual comradeship of pupil and teacher in quest of truth, this teacher is not likely ever to know.

In another Indiana school there occurred recently a most suggestive educational experience. A family had moved from a large city to the country because one of the two boys of the family had been pronounced tubercular. The boy who had good health entered a township school. When the brother had recovered his health, he too entered the same school. When the older boy had completed the work for the seventh grade and had been a member of the eighth grade for seven weeks, the family decided to return to the city. The older boy had no competition in classroom achievement. His ranking was his own. When the father asked for certification of his boy's standing, the principal referred the matter to his teachers. A majority of the teachers said that he should not be certified for high school entrance because the standard of the school would be lowered, never to be raised again. The principal and a minority of the teachers made themselves the majority for the time being, that is, they certified the boy for high school entrance. He entered one of the largest high schools of the state and graduated with honors from the four year course in three and one half years.

In this same school a somewhat mature young man had completed all his work for graduation except a final grade in English. In a final test given five days before commencement, the young man made 74½ per cent. Since the passing mark in the school was 75 per cent, the English teacher said that she would not give her consent to his graduation unless he should raise his grade an additional one half per cent. In his distress, the young man called in his brother to talk to the English teacher with the view of making some kind of an ad-

justment that would be satisfactory to the young man and his teacher. She was obdurate. Finally, the brother said, "Miss —, if the courts of this country could discriminate as accurately between those that are criminals and those who are not, as you seem to think that you have discriminated in ranking my brother, the capacity of the jails and prisons of this country would have to be very greatly increased."

This English teacher in her ranking of the high school boy and the majority group who refused to certify a genius for an advanced grade, bring again to mind the puppet teacher. They must fall into Dickens's category of teachers along with Blimber, Gradgrind, Murdstone, Squeers, and Chockemchild. Of their decrease may there be no end.

A few years ago, a crippled boy, making his way by the aid of a crutch, walked into an Indiana high school. In a conversation with one of his teachers that day, he said that life hitherto had meant little to him. It still held little zest for him. He said that many times he had thought to end it all by taking his life. This teacher said, "Wouldn't you like to have a friend, someone who will stick with you through all your troubles?" The boy replied that it might be worth while to have a friend if one could have the right kind. The teacher said, "I want to be that kind of a friend to you." This crippled youth made a part of his living expenses by mending bicycles. He did his work in a building resembling very much two large boxes set end to end. The front box had a window. The rear had none. At night when he thought there would be no further repairing to do, he ejected the loafers and went into the room in the rear to prepare his lessons for the next day.

With the passing of the days, came a strengthening of the friendship between teacher and pupil. When the youth had completed his high school course, the teacher secured him a position in a country school. Later this young man taught in the same school with his teacher friend. In the meantime, the young man had completed the manual arts course in what is now the Indiana State Teachers College. His teacher friend again came to his aid. He recommended the young man to the



school board in one city, then to another, and still to another, but school authorities did not think that a young man walking on a crutch could do the work required of a manual training teacher. Baffled here, turned away there, the friend persisted until he finally secured for the young man a teaching position in one of the largest city school systems in the state. His salary the year prior to his going to the city was \$640 a year. He was to receive \$1400 for his first year's service in his new position. Fourteen hundred dollars, fifteen hundred dollars, sixteen hundred and fifty dollars, two thousand dollars, two thousand two hundred dollars, two thousand two hundred and fifty dollars, twenty-five hundred dollars, three thousand dollars, three thousand five hundred dollars, four thousand dollars. Last year this young man received \$5,000 for classroom teaching, this salary being one of the very highest ever received in an Indiana public school for classroom teaching only, and one of the highest salaries in the United States for like service.

To this crippled man's classroom come boys and girls with no school graduation. Some cannot speak a dozen sentences in the English language. He does not ask them what their I. Q.'s are. He does not give any kind of a test to find out what they are. He discovers what these boys and girls want to do, how deeply they feel the necessity of doing what they say they want to do, and then sets them to work. In this school system certain departments have Saturday sessions. Attendance at these Saturday sessions is entirely voluntary. Last year this school teacher had a higher attendance on Saturdays than on the conventional five-day school week. How many similar cases to this can be found in the public schools of the United States? Of this young man's contribution to public education may there be no end. He is a pilot.

From North Carolina there came to one of the normal schools of the south four years ago, a black man, ebony black. Having been born in the Danish West Indies, this led to his being taken by a missionary to Denmark for a part of his academic education. Returning to America, he began his teaching career in North Carolina. It became his custom to attend some

summer school every year. In one of these summer sessions, he entered a class in secondary education. This class being conducted on the seminar plan, there was abundant opportunity for every member to uncover whatever ability he possessed. At the close of the second week of this summer term, the young man made a report on extra-curricular activities. The teacher of the class had never seen such evidence of painstaking research, such wealth of carefully assimilated material, such clearness in reasoning, such passion for truth, as this young man gave evidence of that day. Before the recitation hour closed, the teacher asked the young man to remain a moment or two at the close of the class period.

"What are you doing?" said the teacher. "I am teaching English in the Willston High School, Wilmington, N. C." "Do you plan to stay in this position indefinitely?" inquired the teacher. "I do not know," the young man replied. "I would rather go to school than anything else I can think of now," said he. "Why don't you go to school then, if that is what you want to do?" said the teacher. To this the man replied that he had a wife and children to support and under such conditions, he deemed it impossible to give up his present position with the consequent loss of salary. After the two had talked on different subjects for a brief time, the teacher again put the question squarely up to the young man whether he really did want to attend school. To this challenge the young man replied in a spirit that left no doubt of his earnestness and sincerity.

In seven months from the day that this conversation took place, the teacher had secured for the young man a cash scholarship at Columbia University payable in four equal installments of \$375 each. The dream of the young man's life had come true. He went to Columbia University in the autumn of 1926 and remained for the entire academic year. His grades placed him among the upper fourth of all the students enrolled in this great institution. He is now supervisor of the colored schools in one of the greatest educational centers of the world. In addition to his administrative and professional duties, he is engaged in writing and editing the folk-lore of his race.

In July, 1913, a Russian Jew came to New York. So ignorant was he of fruits and vegetables that he bought a banana and ate it skin and all. He was twenty-two years old. He had completed in Russia what would be considered the equivalent of graduation from the eighth grade in our public schools. Within a week following his arrival in this country he was at Earl Hall of Columbia University to find out what he would have to do to enter the university. The officer in charge explained, more as a matter of courtesy than anything else, the kind and amount of preparation necessary to pass the entrance examination. One year from the date of this visit, he again presented himself at Earl Hall. He passed the entrance examination so easily that he could have shifted to a lower gear at any time that day and still have won distinction for himself and his race. He then entered the law school of Columbia University and attended its evening sessions. In three and one half years he had graduated with honors. For several years he has had a unique position in the legal world. He has been employed by a rich philanthropic association to assist certain groups of foreigners in keeping out of legal entanglements which their lack of knowledge of legal procedure in this country might bring to them.

Whence the cause of this young Jew's wonderful achievement? Contact with great scholarship? Not so. The young man used Ivanhoe almost exclusively to get the training in English necessary to pass the examination. At the close of a long day's sustained reading and study of this classic, he told the writer a story that sheds much light on his upward climb. He had formed a friendship with a poor Austrian laundryman. This friend bought the young man spectacles to save his eyes which were almost permanently injured from overwork and strain. He shared with the young man a long recess in a wall which he called his laundry. The two became close friends. The Austrian in his periods of counselling with the young Jew again and again reminded him that the first place of surrender was above the shoulders. Nobody can lay a measuring stick on all the factors that had part in producing the great success of the young Jew. You ask me what was the cause of

the phenomenal rise of the colored man and the Jew. These two men say that they are what they are because when the light of hope burned low, when the world looked inky black, somebody who had something deeper than knowledge came into their lives and gave them current and direction.

To most of their teachers, the Negro and the Jew seemed to be only two more of the hundreds of young men they had taught by a system of standardization. This is the way of mere knowledge or information. Its possessors are ever blind and deaf to the claims of individuality. If the individual does not respond to the call of mere information or knowledge, its adherents would cast him into the scrap heap. If the individual's social and economic status do not seem to promise satisfactory outcome, information or knowledge waits at the gate to cast him into outer darkness. In such tragic happenings, the puppet teacher plays the leading role, but, to the pilot teacher every individual presents his own particular claim for uncovering and developing such distinctive interests and capacities as are his creative birthright. For assistance in bringing these to light, the pilot teacher utters a prayer in the morning and seeks wisdom at night. The pedagogical ideas of yesterday, if need be, he discards today; the truth as he saw it yesterday, if it is error today, he flings away. Open-minded, passionate for truth, optimistic as to the final outcome of the age-long struggle for a genuine social brotherhood, the pilot teacher uses all the vision he has today and hopes for more tomorrow.

As a final illustration of the pilot teacher, I wish to mention Sir Edward Arnold, the famous poet and savant, who had a most interesting experience when he was headmaster of an English school. One day, while out walking, a lad spoke to him across a hedge. The lad said, "I am called a dunce, but I am no fool." This boy had been pronounced a dummy by his teachers. Perhaps he had been given a battery of modern tests and thereby had been consigned to the intellectual scrap heap. He had reached the fifth proposition in Euclid, the isosceles triangle. For him it was the pons asinorum (the bridge of (Continued On Page One Hundred Fifty)

# The General Shop In The Small Community

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Presented before the Industrial Arts Section of the Indiana State Teachers Association, Oct. 17, 1929.

No movement within the industrial arts field has attracted more attention than has been accorded the so-called, "General Shop Movement." Its significance can be attested by the fact that it has been the subject of much study and discussion by hundreds of men interested in the sound development of an industrial arts program, ranging from the humblest teacher of industrial arts in the small rural village school to that of supervisors and directors in the largest cities in the country. This is one subject that will prove mutually interesting to almost any group of people interested in industrial arts work.

Time will not permit a lengthy statement concerning the development of the general shop, but it seems necessary to make a few remarks concerning its introduction in order to provide a suitable basis for discussion of the subject assigned.

The general shop came into being as a result of the junior high school movement, which began in reality about 20 years ago with the reorganization of the schools in Berkeley, Calif.

In spite of all the many ideals and purposes set up for the junior high school the writer is inclined to think that the following four ideas indicate in a large measure the present day conception of this type of school:

1. "Recognition of the nature of the child at the various stages of the junior high school as expressed by physical and mental attitudes and aptitudes."
2. "Recognition of individual differences."
3. "Meeting demands for educational and socializing opportunities."
4. "Providing exploratory opportunity essential to guidance."

Such a program, of course, demanded a complete reorganization of every subject included in its curriculum. The general shop idea is the answer of industrial arts teachers and supervisors to this demand originally made by the junior high school.

The writer suggests that the general shop be thought of in terms of things to be done or accomplished, or as a type of reform within the industrial arts field instead of in terms of a certain number of activities, a certain type of organization, or a certain method of teaching. Such a conception of the general shop will at once tend to eliminate a number of discussions centering around such subjects as; "How many activities must be offered in order to have a general shop?" "Is it necessary to use instruction sheets in order to have a general shop?", "Should all the work be given in one room and by one teacher in order to be classified as a general shop?". Many times such efforts to define the general shop in terms of a certain number of activities, a certain type or organization, or a certain method of teaching have proved a handicap in the development of a general shop program.

In the larger cities it has been possible to establish special shops to take care of the varied industrial arts program, but the cost of special shops is too great to even be considered in a small community. The general shop then might be thought of as a compromise between that of the traditional type of industrial arts and the elaborate program of varied activities found in cities large enough to provide special shops.

There is little doubt but that the traditional type of industrial arts which consisted largely of woodworking has ceased to meet the demands of modern education. Since a system of special shops for the small community is entirely out of the question, the only recourse left for this type of community is to offer a varied activity program on a smaller scale. This

<sup>1</sup>Bureau of Education Bulletin No. 11, 1924, p. 14.



type of program has been classified as a general shop.

Such a plan will likely consist of some three or four or more industrial arts activities located in one or two rooms and usually taught by one teacher.

It may be of more than passing interest to note a few of the outstanding differences between this new type of shop program and the traditional type of industrial arts work.

The general shop proposes to place the emphasis upon the boy rather than upon the subject. In other words, the traditional type of industrial arts placed the emphasis upon the skills involved in the activity, and the work was well done only to the extent that the skills were mastered.

In the general shop, skills are involved to be sure, but they are only secondary in importance. Here, we are more concerned with the possibilities the work has in the development of the student. We are not so much concerned with the projects made, while in the traditional type, the project was the big thing. It was valuable then because it reflected directly the degree of skill acquired by the worker.

The general shop proposes to give each student an opportunity to develop his original native interest by providing for him a variety of industrial shop experiences.

Industrial arts as offered in the general shop add a certain richness to the school work in general. All boys have an instinctive desire to make things. The general shop will enable us to capitalize this instinctive desire and thus help the boys do worth while things and learn to do them well. By tying up the work in the shop with the work in the classroom, the boys' school experiences are enriched for each tends to supplement the other—thus enabling them to come in contact with real concrete situations, to think in terms of reality, and to solve problems in a practical way.

An exhaustive treatment of all the factors involved in this subject is out of the question in so short a space, so the remainder of the discussion will center around the following questions:

1. How should the general shop program be initiated?
2. What type of equipment is most de-

sirable for the general shop?

3. What activities should be included in a general shop and what should be the basis for selecting these activities?

The general shop should not be looked upon as a fad. In many respects it is still in the experimental stage, yet in some respects it has advanced beyond that stage where its value can be questioned when considered from the viewpoint of its educational aims and objectives.

Over-enthusiasm concerning the general shop is likely to prove dangerous. Frequently a school administrator will take this attitude toward the general shop and insist that a fully developed general shop program be initiated at once. Such a short-sighted method will not likely lead to satisfactory results.

There are four factors that should be considered very carefully, both individually and collectively in planning a general shop program. First, a careful survey should be made of the students who attend the school in order to find out what becomes of them after they leave school. Second, determine, at least in a theoretical way, the possible effect a general shop program might have upon the conditions found in the first factor. Third, a brief industrial survey should be made of the community to determine the relative importance and prominence of the industries within the community, even to the extent of enlisting their cooperation and support in such an undertaking. Fourth, make a careful study of the possibilities in introducing such a program from the standpoint of: (A) available room within the school building suitable for such work; (B) amount of money available for the purchase of supplies and equipment; and, (C) possible number of students to be accommodated.

All this should be done before the program is actually started. It should be kept in mind that the general shop is not as yet very stable in its present form, and in introducing such a program provisions should be made for its growth and development. Such provisions are not easily made where an effort is put forth to have a fully developed general shop put in operation from the very first. In that case equipment purchased for a certain type of work, which did not prove satis-

factory, has to be sold at a fraction of its original cost in order to make certain adjustments in the program. Such a sacrifice is not looked upon with favor by school boards, and in case this should happen very often they are likely to become disgusted with the entire idea and discontinue their support altogether.

The most desirable method of introducing this type of program would seem to be to start with not more than half the number of activities that had been planned. For example, if plans had been tentatively made for a general shop of six activities, start the program with the three that you feel are most essential. This will give the teacher an opportunity to secure some valuable experience, and he can grow up with the program as it develops from year to year. Then the second year an additional activity can be added. Only the minimum amount of equipment should be purchased for the various activities as they are added. The following year this equipment can be supplemented by the addition of items found necessary in the light of a year's experience in teaching that activity.

The fifth activity can be added the third year, and if another activity is desired, it may be added the fourth year. Thus, such a plan will require four years to put into operation the full general shop program. In the light of our few years experience in this type of work, and the fact that the general shop idea is still growing and developing, such a plan as suggested above seems desirable if the best results are to be obtained with a minimum amount of trouble and expense.

Most teachers feel that six activities is the maximum number one teacher can handle effectively, and even then individual instruction sheets will probably have to be used rather extensively in most cases.

The second major question set forth for consideration was that dealing with the type of equipment. There has been considerable discussion among teachers in this field regarding the type of equipment best suited to the general shop. The teachers who have had experience in the traditional one industry shop hold out for an elaborate equipment for each activity. They tend to carry over into the new shop the same standards of achievement that prevailed in

the one industry shop, where achievement was measured in terms of the degree of skill acquired as reflected by the projects made.

This view is very closely related to that held by another group who feel that if the general shop is to have exploratory value it will require duplicating, as nearly as possible, actual industrial conditions and processes since modern industrial efficiency is based on efficient equipment, method, and organization. They also insist that since the general shop proposes to allow certain students who must withdraw from school at an early age to continue in some one activity for a longer period of time, doing work of a vocational trend, the equipment should be of a very high order and as much like that found in the industry as possible, otherwise there will be no opportunity for doing this advanced work.

Another group feels that the chief value of the general shop lies in the development of handy-man skills, such as would be required by a home owner who desired to keep up the repairs around his own home such as painting screens, refinishing a piece of furniture, glazing, placing a new lock on a door, fitting a window sash, putting in a new light switch, repairing a water faucet, etc. They contend that an elaborate equipment is out of line with the attainment of this goal. Instead of an elaborate equipment we should have equipment of about the same type as these boys will probably have when they attempt to do such jobs around their own homes.

A fourth group takes a more conservative and compromising attitude toward the entire matter and feels that the success of the general shop does not depend on the adoption of any one of these views. They feel that the best results will be obtained when the equipment is such as to enable them to do something toward a realization of the goal advocated by each group instead of adopting one view and ignoring the others. The writer is of the opinion that this view is the more sensible one for us to adopt at the present time.

Portable machines are recommended because of their ease in operation, lower cost, and all round convenience in the shop. They can be pushed aside when not in use and thus permit a more flexible program of

work. They are to be used on the theory that pupils should be given an opportunity to work with machinery, since this is the common and accepted method of production in industry today.

The remainder of this discussion will deal with the selection of the activities that go to make up the general shop program. We have reached that stage in the development of our education program where we must continually ask ourselves, "Why?" So it is with the general shop. The success of the general shop program depends to a great extent on a number of factors, of course; but none of these are more important than the proper selection of the activities to be taught.

There was a time when it was thought that the activities selected should represent the most important and prominent activities or industries in the community. Statistics reveal some very interesting information along this line, for there has been a tendency to think of subject matter and its selection only in terms of the community, city, or portion of a city with regard to the nature of the industries. Ayres has revealed that only one father in six of all the thirteen-year-old boys in the schools of seventy-eight cities studied, was born in the city where he now lives, and only about half the boys were born where they now live. Apparently there is some danger in our efforts to secure such a close relation between the activities comprising the general shop and the industrial activities of the community. If the boys are not going to remain in the community, why give them a particular type of work just because it is found there?

Since the taxpayers live in the community and since some of the boys will remain in the community, the community industrial survey must be considered as one among other factors that should determine the activities to be taught.

There is no doubt that the aims and objectives of the entire school program are the controlling factors, yet there is a large group of industrial facts, skills, etc., which might be determined by the common social needs of the people regardless of where they live. This idea might be expressed in another way by saying that in a democracy like ours, the actual needs of

the boys that are going to take the work should determine the activities to be included in the general shop program. The great difficulty here is in determining just what these needs are. This is not easy to do in such a complex and rapidly changing social and industrial order as we have today.

A brief summary would reveal the following four factors as worthy of consideration in determining the activities to be offered in a general shop program:

1. The actual needs of the boy.
2. Common social needs.
3. The community industrial survey.
4. The aims and objectives of the school program.

A broad conception of industrial arts work is presented in what might be termed related activities included within certain of the larger units of industry. A careful study of industrial occupations reveals the fact that almost all are either included or closely related to the activities that have to do in some form with wood, metal, and the materials of the typographic arts. It seems logical, therefore, that activities adapted to the general shop, with the major objective of general education, should find their best expression through related work in the three fundamental fields of woodworking, metal working, and printing. Within these fields, including mechanical drawing which is closely related to each field, will be found ample latitude for the broadest possible interpretation or expression of the industrial arts.

The writer has selected the following five activities for a general shop program that might be suitable for the average community up to and including 15,000 to 18,000 population: (1) Mechanical Drawing; (2) Printing; (3) Furniture Weaving; (4) Electricity, and (5) Woodwork.

It will be noticed that metal work has been left out and electricity added. This was not done because of a lack of realization of the value of metal work, but because of the growing importance of electricity and also of economy in providing equipment.

Furniture weaving has been included because of the fact that it is a subject suitable for girls as well as boys, and thus pro-

(Continued On Page One Hundred Fifty)



## Customs Of Roman Empire Embedded In Civilization Of Today

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The customs of Roman life have changed in many respects since the days of Anthony and Cleopatra, yet much that was taught and practiced by those ancient Roman people is embedded in the Italian civilization of today. The form of religion used in Italy, although it has passed from the pagan form then in vogue to that established by the Church of Rome, still retains many threads of the ideals of those early paganistic worshippers. The social life having been greatly reconstructed, still has marked class distinctions. The universal idea of education, while it has undergone many radical changes, is still modeled, somewhat after the original pattern.

The Romans had many gods, but Jupiter and Mars were evidently their most trustworthy ones. Shakespeare has Enobarbus aware of these two divinities. This practice of profaning the name of the Divinity has not entirely died out since the time of the early Romans.

It was the belief of the pagans that their gods would measure out justice to those who merited it. An instance of this is cited from the drama in which Pompey, considering a battle with Anthony and Caesar, said, "If the great gods be just they shall assist the deeds of the justest man."

The code of morals belonging to Roman civilization might not be unfavorably compared with that employed by certain individuals today. Anthony's friends and associates neither demanded nor established any standards for his moral practices. They well knew of his vile and shameful relations with Cleopatra while he was living at her court, yet they, without hesitation or

conscientious scruples continued to proclaim him an honorable man. Time has not changed the Roman custom of publicly conversing about the evil deeds, real or imaginary, of public officials, for today, if a man wants to know his past, present, and future sins and short-comings, he has only to enter the race for a public office.

Roman women as depicted in this drama were neither all the clinging-vine type who had to sit silently in the background and wait for their fathers or their brothers to formulate the pattern by which they would shape their life-plans, nor were they the self-sufficient masculine type of today. Octavia loved domestic peace and harmonious family relationships to the extent that she allowed herself to be used as a tool by her brother Octavius Caesar, in marrying her to Anthony for the purpose of knitting more closely the practical interests of those two great triumvirs. Fluvia and Cleopatra, however, represent the type of women who possess such determination and executive ability that they could either wage war on their own initiative, or outwit the senators and other Roman officials.

The Roman child was educated chiefly by a schoolmaster, who became a member of the family. When Anthony had become a man past middle life, his old tutor, Euphronius, served him as an envoy to Octavius Caesar. After the children of the family had received their education, there was evidently no great value placed upon the further services of the tutor, for Euphronius says that until his master needed his services as an envoy, he had been of as little use to him as the "morn-dew on a myrtle leaf."

## TEACHERS COLLEGE JOURNAL

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"The real solution of the problem of an approach to equality in teacher needs and teacher supply in any state will be found not alone in an adjustment of the numbers representing enrollment in and graduation from teacher-training institutions but first of all in a general lengthening of the period of service which teachers return to the state in payment for state provided vocational preparation. The classes in which teachers are prepared must, of course, year by year take care of groups of students commensurate with actual teacher needs as discovered by a constant checking of annual appointment of new teachers. But, from the broader viewpoint, this is but a temporary expedient. As has been said above, only when teaching becomes more truly professionalized in the sense that a majority of the most competent teachers

give year after year long-time service, will the problem of demand and supply be permanently solved.

"In this respect, the state system of public education is still found to be on too low a level of efficiency. The general average of teaching experience in the country at large is probably not far from five or six years, but in Colorado several checkings have shown it to be only about half as long. Further, it is found that but about one-half of the teacher graduates of three years preparation in state institutions are still teaching and this proportion is raised to but about eighty per cent when only those who become Colorado teachers are considered. And, when a calculation is made of the probable amount of service which teacher graduates return to the state in comparison with what they might do, the estimate is that this is only fifty per cent of the possibility. This points to a very low level of professional attitude and performance."—F. L. Whitney, "Teacher Demand and Supply in the Public Schools"

A recent press dispatch announces the retirement of Dr. John Dewey of Columbia University at the end of the present academic year, on June 30, after a quarter of a century of service at Columbia. The dispatch says, "Dr. Dewey, dean of American philosophers, now in his seventy-first year, is retiring at his own request.

"He was born in Burlington, Vt., Oct. 20, 1859, and was educated at the University of Vermont and Johns Hopkins. He holds honorary degrees from the University of Wisconsin, the University of Vermont, and Peking National University.

"He was instructor and subsequently associate professor of philosophy at the University of Michigan from 1884 to 1888, professor at the University of Minnesota in 1888 and 1889, professor at the University of Michigan from 1889 to 1894, professor and head of the department at the University of Chicago from 1894 to 1904, and since 1904 professor at Columbia."

## Alumni On College Faculties

V. R. Mullins  
Alumni Secretary

Indiana State Teachers College

In the November issue of the Teachers College Journal we carried a story concerning twenty graduates of Indiana State Teachers College and one former student who had become presidents of various colleges and universities scattered throughout the United States. These men were:

William Wood Parsons—1872.  
James C. Black—1876.  
Jonathan Perigo—1876.  
Arnold Tompkins—1880.  
Eugene William Bohannon—1887.  
Elmer Burritt Bryan—1889.  
John Edward McGilvrey—1892.  
Frank Caroon—1894.  
Jesse Edward Retherford—1895.  
Walter Piety Morgan—1895.  
John W. Shepherd—1895.  
Jonathan Howard Wagner—1896.  
Lotus D. Coffman—1896.  
John W. Laird—1897.  
Robert W. Himelick—1898.  
J. O. Engleman—1901.  
Louis Win Rapeer—1902.  
Frank W. Thomas—1902.  
Ernest D. Long—1908.  
Waldo E. Wood—1914.  
Ethelbert C. Woodburn—.

No doubt many of the readers of that article were surprised to know that Indiana State Teachers College had mothered this number of men who were to become presidents of institutions of higher learning. No doubt it will be just as surprising to know the vast number of alumni of this institution who have become members of faculties, administrative officers, and really great teachers in the best institutions in the land. The story beginning with this issue of the Journal will carry the names and rather short histories of those alumni who have become members of college and university faculties. This story will be carried from issue to issue until these histories have been carried on through the classes from 1872 until 1929.

In the first class to graduate from the Indiana State Teachers College was a young man who was known by those who

had any opportunity to work with him as one of the best teachers and instructors of this country. This young man was Howard Sandison of the class of 1872. Professor Sandison was born in Parke county and entered with the first class admitted to the Indiana State Teachers College when it was opened in 1870. After his graduation he taught in the rural schools for one year and accepted a position as a principal in the schools of Indianapolis. In 1874 he returned to Terre Haute to become principal of the Terre Haute High School. From 1875 to 1881 he served as principal, assistant superintendent, and teacher of Latin in the schools of Terre Haute. In 1881 he accepted a position as teacher of psychology in this Teachers College and he worked continuously as a member of this Teachers College faculty and as vice-president of this institution until he retired in 1917. During the major portion of the time Professor Sandison was head of the department of psychology. He received his master's degree from Indiana University and was a graduate student in Clark University, Worcester, Mass. He was the author of several texts and publications on the subject of psychology and methods. Besides his outstanding work as a classroom teacher and a teacher of teachers Professor Sandison had a number of business interests. He was director of the Wabash Building and Loan Association, trustee of the Rose dispensary, and a trustee of Indiana University. On account of failing health he retired from his active teaching in 1917 and died July 1, 1919.

In the class of 1873 was Michael Seiler. It has been impossible to find very much material concerning the life work of Mr. Seiler. However, we do know that he was especially interested in geography and geology and that after doing graduate work in these subjects he came back to this Normal School, as it was then called, as professor of geography in 1890. Three years later some changes were made in the faculty and Professor Seiler was asked to

take charge of the department of German. He held this position until his death in 1900.

One of the best known of university professors is Dr. William H. Mace of the class of 1876. Dr. Mace was born near Lexington, Ind., November, 1852. He attended the Indiana State Teachers College, and received his B. L. and M. L. degrees from the University of Michigan, 1883. He received the A. M. degree from Indiana University in 1889 and his Ph. D. from the University of Jena, 1897. In 1916 he received the LL.D. from Syracuse University. For one year, 1876-1877, Dr. Mace was principal of a ward school in Logansport, Ind. The following two years, 1877-1879, he was superintendent of schools at Winamac, Ind. From 1883 to 1885 Dr. Mace was superintendent of schools in McGregor, Ia., and from 1885 to 1890 he was professor of history, DePauw University, Greencastle, Ind. From 1891 to 1926 he was professor of history and political science in Syracuse University. Dr. Mace was university extension lecturer on American history to regents of the University of State of New York after 1892; to the American Society, 1899; Cambridge, England, summer school, 1893; summer, University of North Carolina, 1898; summer, S. Knoxville, Tenn., 1903-1904.

Dr. Mace is the author of the following books:

A Working Manual of American History—1895.

Method in History—1897.

A School History of the United States—1904.

Stories of Heroism—1907.

Old Europe and Young America—1919. (With Dr. E. P. Tanner).

American History For Schools—1919. (With Dr. George Petrie).

History of the United States—1921. (With Prof. F. S. Bogardus).

American History for High Schools—1925.

Lincoln, the Man of the People, and Washington, a Virginia Cavalier, in Little Lives of Great Men.

Dr. Mace is a member of the American History Association, the New York State History Association, S.A.R., and N.E.A.

He retired in 1926 and his present address is 1205 Harrison street, Syracuse, N. Y. He has written articles on history, educational and other subjects. (Who's Who In America—Vol. XV).

Oscar Lynn Kelso of the class of 1879 established a most enviable record as a professor and head of the department of mathematics in this institution. Professor Kelso served in this capacity for a period of thirty years, 1894 to the time of his retirement in 1924. After graduating from the old normal course, Professor Kelso became principal of the schools at Bruceville, Ind., and held this position for three years. He spent the next two years in graduate study in Indiana University. In 1884 Mr. Kelso became principal of the high school at Anderson, Ind. After holding this position one year he accepted the principalship of the high school at Richmond, Ind., which position he held from 1885 to 1894. Coming to the Indiana State Teachers College in 1894 as professor of mathematics Mr. Kelso began his long career as a member of the local faculty.

Professor Kelso is the author of Arithmetic for High Schools, Normals and Academies, and joint author with Dr. Robert J. Ale of the revision of the Cook-Cropsey Arithmetic. In addition to Professor Kelso's study in this institution and Indiana University he did considerable graduate study in the University of Chicago.

Ellwood Wadsworth Kemp of the class of 1880 is another of the graduates of the earlier classes to establish a record as a member of a college faculty. Professor Kemp, after his graduation, served one year as principal of the high school at Franklin, Ind. The following year he was invited to come back to Indiana State Teachers College as an assistant teacher of grammar and mathematics. He spent the next two years, 1883 to 1885, as a student in Harvard University. He returned to this institution in 1885 and for the next three years was an assistant in the department of history. In 1888 Professor Kemp was made head of the history department, and held this position until 1913. He spent the year, 1913-1914 as a student in the Sorbonne, Paris. He is now retired and lives in Terre Haute.



Charles E. Hodgkin of the class of 1881 has established a very splendid record in the field of education. Dr. Hodgkin taught for a period of three years at Trafalgar, Ind., and for a short time in Wayne county, Indiana, prior to his graduation. After receiving his diploma in 1881 he accepted the principalship of the schools at Trafalgar and held this position for one year. In 1882 he was offered a position in the Normal School at Richmond, Ind., and during the years 1882-1884, held this position. In 1887 Dr. Hodgkin became principal of the academy at Albuquerque, N. Mex., and served as such for a period of four years, being elected in 1891 to the superintendency of the city schools at Albuquerque, which position he held until 1897. He spent the years 1903 and 1904 as a graduate student in the University of California and in 1905 became professor of education in the University of New Mexico. He held that position until 1926 when he retired. Dr. Hodgkin received the A. B. degree from the University of New Mexico in 1894 and the LL.D. (honorary) from the same university in 1927. Dr. Hodgkin's present address is Albuquerque, N. Mex.

In the class of 1882 was Albert Eugene Davisson who was professor of agriculture in the New Mexico Agricultural College and in the University of Nebraska for a number of years. The alumni files do not give very much information concerning the work of Professor Davisson excepting that he served until his death as a professor in these two institutions. Professor Davisson spent his earlier years teaching in the schools of Indiana, serving at one time as principal of the schools at Burlington, Ind., and for a short time as principal at Camden.

Albert R. Charman of the class of 1883 is well remembered by hundreds of former students of this institution. Professor Charman, after spending a number of years as a teacher and principal, became assistant and associate professor in the department of psychology, methods and practice in the Indiana State Teachers College at Terre Haute. Professor Charman served well in this capacity for a period of twenty years and in 1904 was made head of the department of methods and practice. As head of this department he met and worked

with thousands of students who came to these halls. He served in this capacity until the time of his death, April 5, 1917.

Benjamin F. Moore of the class of 1884 is another of Indiana's best known school men. Professor Moore served from 1884 to 1885 as superintendent of schools at Nineveh, Ind. From 1885 to 1890 he was superintendent of the schools at Monticello, Ind. From 1890 to 1899 he was superintendent of schools at Frankfort, Ind., and from 1899 to 1908 was superintendent of schools at Marion, Ind. From 1908 to 1918 he was superintendent of schools at Muncie, Ind. When Ball State Teachers College was opened in 1918 Mr. Moore was made dean of the college. In 1920 he became professor of education in that institution and served in that capacity until his death in 1926. Professor Moore received his M. A. degree from Teachers College Columbia University in 1921.

William E. Henry of the class of 1885 has established a very excellent record in the field of his major interest. Mr. Henry is and for many years has been librarian of the University of Washington. Volume XV of *Who's Who In America* gives the following record of the career of Mr. Henry:

"Henry, William Elmer: Librarian; born at Connersville, Ind.; graduate Indiana State Normal School, Terre Haute, 1885; A. B., Indiana University, 1891; A. M., Indiana University, 1892; post graduate work, Chicago University, 1893-1895; fellow in English, 1894-1895; instructor in English, Indiana University, 1891-1893; professor of English, Franklin College, Franklin, Ind., 1895-1897; State Librarian, Indiana, 1897-1906; Librarian, University of Washington, 1906-1929; Dean School of Library Science, 1926; member A.L.A.; Pacific Northwest Library Association; Phi Kappa Psi; Home—5209 Fifteenth Ave., N. E., Seattle, Washington."

John B. Wisely of the class of 1885 is another of our best known alumni. Professor Wisely, after graduating from the Teachers College, attended the University of Michigan and Indiana University receiving an A. B. degree in 1890 and an A. M. degree in 1891. Professor Wisely has also done graduate work at Harvard University and the University of California. He spent a few years as teacher of rural

schools in his home county, Owen county, Indiana, and came to Terre Haute where he served as principal of the city high school. In 1890 Professor Wisely became head of the English department of the State Normal of St. Cloud, Minn., and held that position until 1894. At that time he returned to the Indiana State Teachers College as head of the department of grammar and composition and held this position until 1928 at which time he took full charge of all the loan funds of the school and since that time has been giving most of his time as trustee of these funds.

Louis John Rettger, head of the department of science, Indiana State Teachers College, was a member of the class of 1886. Dr. Rettger has had a long career as a student and as a teacher in the field of science. After graduating from the Teachers College he enrolled as a student at Johns Hopkins University, receiving an A. B. degree from that institution in 1888. Dr. Rettger spent the next year as a graduate student and an assistant in biology in Johns Hopkins University. The next year he came to Indiana University as an instructor and received his A. M. degree from that school in 1890. The next year Dr. Rettger was teacher of science in the high school at South Bend, Ind., and in 1891 came to the Indiana State Teachers College as professor of physiology. He has served continuously as a member of the faculty of this institution since 1891, serving as professor of physiology and dean of science. He has done graduate study in the University of Heidelberg and the University of Berlin and received his Ph. D. degree from Johns Hopkins University in 1909. Dr. Rettger is a member of the American Association for the Advancement of Science, Indiana Academy of Science, National Educational Association, National Geographic Society, and an associate member of the Terre Haute Academy of Medicine. He is the author of several texts and publications in the field of science.

Oscar Chrisman of the class of 1887 served for a long period of years as a teacher and head of the department of psychology in various universities. After leaving the Indiana State Teachers College in 1887, Dr. Chrisman was principal of a ward school in Houston, Tex. In 1889 he

became superintendent of the city schools at Gonzales, Tex., and held this position for three years. The years 1892 and 1894 he spent as a fellow in Clark University. In 1896 Dr. Chrisman became professor of psychology in the University of Kansas and held this position until 1902 at which time he was offered the headship of the department of psychology in Ohio University and held this position until he retired in 1928. Dr. Chrisman received the A. B. degree from Indiana University in 1888, the A. M. degree in 1893, and in 1896 received the Ph.D. degree from the University of Jena. He died February 27, 1929.

William H. Sanders of the class of 1888 became superintendent of schools at Middletown, Ind., and served until 1893. He spent the years 1893 to 1895 as a student in Indiana University. In 1895 he became superintendent of schools at Rensselaer, Ind., and served for a period of ten years. In 1905 Mr. Sanders was offered the superintendency of the schools at Bloomington, Ind., and held this position until 1909 at which time he was offered a position as professor of education in the State Normal School at LaCrosse, Wis., which he has held since that time. Professor Sanders received the A. B. degree and the A. M. degree from Indiana University.

William E. Clapham of the class of 1889 for a number of years has been practicing law in Fort Wayne, Ind. Mr. Clapham served for three years as superintendent of schools at Newport, Ind., after his graduation from this institution. From 1892 to 1894 he was a student in Indiana University, receiving the A. B. and the LL.B. degrees. For the next four years Mr. Clapham was engaged in the practice of law in Fort Wayne. From 1898 to 1904 he was associate professor of law at Indiana University. During the year 1902 to 1903 Mr. Clapham was a graduate student in the law school of Harvard University. From 1904 to 1906 he was professor of law in Indiana University. From 1906 to 1910 he was engaged in the practice of law in the Indian Territory, Okla. Since 1910 he has been engaged in private practice in the city of Fort Wayne.

Anna Brockman Collins in the class of 1889 served as a teacher in the elementary

grades of Huntington, Ind., for three years after graduating. In 1892 she became assistant principal of the high school at Rushville, Ind., and for the following two years served as principal of that high school. In 1895 Miss Collins went to Indiana University and remained there as a student for two years. In 1897 she became head of the English department in the high school at Kokomo, Ind., and held this position for a period of ten years. In 1907 she accepted a position as critic teacher of English in the high school at Bloomington, Ind., and in 1908 was offered a position as instructor in English in Indiana University which position she has held since then. Miss Collins received the A. B. degree from Indiana University in 1897 and the A. M. degree in 1909. She was also a graduate student in the University of Chicago.

Ulysses O. Cox of the class of 1889 was another of the graduates of this institution to return to accept a position on the faculty. For a period of approximately fifteen years Professor Cox was professor of biology in this institution. After graduating he taught in the schools at Farmland, Ind., for a period of two years and in 1891 became head of the department of science in the State Normal School at Mankato, Minn. While there he organized and equipped the chemical and physiological laboratories of that institution. In 1897 he became a student in Indiana University, receiving the A. B. degree in 1899 and the master's degree in 1902. Professor Cox was the first dean of the faculty of Indiana State Teachers College and held this position until his death, August 25, 1920.

Frank E. Mitchell of the class of 1899 for the past several years has been professor of geography at the State Normal School at Oshkosh, Wis. After graduating from this institution Professor Mitchell taught for a few years in the grades and high school at Mt. Vernon, Ind. In 1892 he became teacher of geography in the State Normal School of St. Cloud, Minn. He received the A. B. degree from Indiana University in 1897, and accepted the pro-

fessorship in the department of geography in the Wisconsin State Normal School which position he has held continuously since that time.

James R. Slonaker of the class of 1889 is living at 334 Kingsley Avenue, Palo Alto, Calif. Since 1903 Dr. Slonaker has been assistant and associate professor of physiology in Leland Stanford University. Dr. Slonaker has a record of many years as a teacher. From 1889 to 1891 he served as superintendent of schools at Elroy, Wis. In 1891 he entered the University of Wisconsin, receiving the B. S. degree in 1893. From 1893 to 1896 he was a student in Clark University, Worcester, Mass., receiving the Ph. D. degree in 1896. At that time Dr. Slonaker was offered a position on the faculty of Indiana University and for a period of five years he was assistant professor of zoology at the university. In 1901 he became associate professor of neurology in the University of Chicago. In 1903 he became a member of the faculty of Leland Stanford University and is still serving as associate professor of physiology.

C. J. Waits of the class of 1889 is professor of mathematics at Purdue University. His present address is 514 Dodge Street, West Lafayette, Ind. After graduating from this institution, Professor Waits taught for two years in the schools at Prairie Creek, Vigo county, Ind. He spent the year 1891 as a student in Indiana University and the following year as principal of the high school at Centerville. In 1893 he returned to Indiana University as a student and received the A. B. degree. From 1894 to 1898 Professor Waits was superintendent of the schools of Carlisle, Ind. In 1898 he entered the University of Illinois as a student and received the A. M. degree in 1899. From 1899 to 1904 Professor Waits was head of the department of mathematics in the Terre Haute High School. From 1904 to 1910 he was principal of the Terre Haute High School. In 1910 he was elected superintendent of public schools of the city of Terre Haute and held this position four years. Since that time he has been serving in his present position.

### PUPPET OR PILOT

(Continued From Page One Hundred Thirty-eight)

donkeys). Sir Edward sat down with the boy. Soon they were engaged in conversation of mutual interest. Using to advantage his knowledge of boy life, Sir Edward went straight to the boy's heart. The result was the restoration of the boy's confidence. Confidence restored, the boy asked about the fifth proposition. Sir Edward said, "Are you going to let the old bald headed mathematician of Alexandria lick you?" It was only a few moments until the boy said, "I see it." Years afterward, Sir Edward was traveling in Canada. At the approach to a great bridge across a mighty river, he saw a triangle bearing the legend, "My First Bridge." The master engineering feat was the bridge across the stream. On the bridge itself was a tablet bearing the inscription, "My Second Bridge." The lad was Tomkins who became one of the great bridge building engineers of the world.

In such a spirit at that of Sir Edward Arnold, in such a spirit as the pilot teachers I have named, in such a spirit as all pilot teachers of the past have shown, must all of us carry on. May not all of

us believe more strongly than ever before that it is our attitudes that determine our worthiness in home life, set the quality of our citizenship here and now, and establish our birthright to the kingdom of light and truth.

When shall we who want to be pilot teachers begin? Only today is the time to begin to be. In the spirit of the "Salutation of the Dawn," let us

"Listen to the Exhortation of the Dawn  
Look to this Day! For it is Life,  
The very Life of Life

In its brief course lie all the Varities  
And Realities of your Existence  
The Bliss of Growth,  
The Glory of Action,  
The Splendor of Beauty;  
For Yesterday is but a dream,  
And Tomorrow is only a Vision;  
But Today well lived

Makes every Yesterday a dream of  
Happiness  
And every Tomorrow a Vision of Hope.  
Look well therefore to this day!  
Such is the Salutation of the Dawn."

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### THE GENERAL SHOP IN THE SMALL COMMUNITY

(Continued From Page One Hundred Forty-two)

vides about the only opportunity for permitting girls to come in contact with the industrial arts work. Another factor to be considered is that furniture weaving requires very little equipment.

The activities listed above provide a flexible program and leave open possibilities for expanding the work at a later date.

If additional activities are to be added they should: first, have a content which is practical, informational, and general; second, involve only that instruction and prac-

tice which is fundamentally and industrially correct; third, possess a marked degree of interest; and fourth, be administered in such a way as to require the use of mental powers along with the manipulative operations.

Space will not permit a discussion of such factors as shop organization, methods of teaching, standards of achievement, suitable tests, preparation of teacher, related information, etc., all of which are worthy of consideration.



## What The Faculty Sponsor Of The Student Council Does

Fred B. Dixon  
Southeastern Teachers College  
Durant, Oklahoma

In general there are two extremes that are often taken by the faculty in supervising the activities of the representative assembly or student council. The first of these extremes is dominance, and in many cases the faculty control is not only awkwardly evident, but also needlessly irritable to the students. In meeting with such a faculty dominated student council, one would often hear such remarks as, "This must be done," with emphasis on the must, or "That you can not do." The other extreme is to organize a student council and provide little for them to do, or if some work is provided, to guide<sup>1</sup> only occasionally their activities. If either of these extremes is followed, it is obvious that student participation in the control of the school is sure to fail.

In those schools where student participation has succeeded, there is general agreement that the administration must provide sympathetic, constant, intelligent, and often invisible, supervision and guidance. The problem, then, is to secure the proper faculty direction, yet avoid both of the extremes mentioned above. The methods that we have used to avoid these extremes can probably be explained best by enumerating the definite things that the faculty sponsor actually does.

One of the most important responsibilities of the faculty sponsor is to secure the election of the best student council possible. This means that the work of the sponsor begins before the new council is elected. It is not necessary that the sponsor have any certain candidate or candidates whom he wishes elected. In fact, we have found it best to leave this almost entirely to the students. The duty of the sponsor in securing the election of the council is two-fold. First, he should call

to the attention of both the faculty and the student leaders the desirability of securing capable and efficient candidates. This does not mean that the sponsor must go to the assembly or to each home room proclaiming that dependable candidates must be selected. The desired results can be obtained by meeting with a few students who were on the student council last year and suggesting that something should be said to the student body about the importance of selecting a council that will "work for the good of the high school." These students who have had a year's experience on the council usually will make excellent talks either in the home rooms or in the assembly. Second, the sponsor should arrange for the council to formulate a list of qualifications that all candidates must meet before their names will be placed on the ballot. We have found that the students will insist on qualifications that are ample and sufficiently strict. It is desirable to have such a definite statement concerning eligibility as it gives the students something specific to require of each candidate. Moreover, we have found that they "like it."

It is the duty of the faculty sponsor, moreover, to plan the semester's activities for the council. We have always had these plans rather definitely worked out before the first meeting of the council. Of course, the wise sponsor will often modify his set plans in view of suggestions from the students. In planning the year's activities these three criteria are considered. First, plan more projects than the council will have time to consider. This is one way to make sure that the council will have plenty to do, and then it is a means that the administration can utilize to show the students the faculty's confidence in them. Second, include only those projects that the council can successfully complete, if they are undertaken. Failure to complete any work started causes the student body to undervalue the council and often in-

<sup>1</sup>In recording the duties of the faculty sponsor, the urge to use such general terms as "supervise" or "guide" is great. Of course, the sponsor does "guide" and "supervise," yet this throws little light on the specific things that he does.

culcates the feeling among the members that their task is a hopeless one. Third, select those activities that students like and not those activities that they should like. If this principle is not followed consistently student participation becomes formal and uninteresting to the members of the council. In pointing out that it is the duty of the faculty sponsor to plan the year's activities, we do not mean that the students will have no say in what they will do. They will often suggest many desirable undertakings for the council. The wise sponsor will encourage them to make numerous suggestions. In fact, the sponsor should not make any suggestions until the members of the council have had an opportunity to express their wishes about the activities in which the council should engage.

The faculty sponsor must meet with the directing committee at least once before each meeting of the council. In our situation, the president, vice-president, and the secretary-treasurer constitute the directing committee. It is the responsibility of this committee to decide just what will be taken up at each meeting. In the deliberation of the directing committee, the faculty sponsor can play a rather inconspicuous part as long as the students have worthy activities that they wish the student council to take up. When they have exhausted their ideas, however, the sponsor makes such suggestions as, "Had you thought of this?" or "What do you think of this plan?" By making such remarks, it is not difficult to lead students to accept the plans of the sponsor as their own, and when a plan becomes their own they usually work hard to carry it out. After the arrangements for the next meeting of the council have been completed, some representative is selected to present each plan to this group.

The faculty sponsor should, likewise, meet with every committee of the council. He will usually follow the procedure somewhat like the one suggested for the meeting with the directing committee. It is in committee meetings that most of the work of the council is done. It is natural, then, that much of the time of the sponsor will be spent in committee meetings. The work of these committees falls into two classes: first, to make recommendations

back to the representative assembly on some problem under consideration, such as a point system, a school carnival, or plans for a know-your-neighbor-week, a better English week, or a stay-in-school campaign; second, to carry out a definite piece of work—for example, to conduct a lost and found department, to care for bulletin boards, to manage traffic, and care for the school flag. The first type of committee described is most frequently a temporary committee, while the latter type is nearly always permanent. Under this committee plan which we use, the representative assembly becomes a sort of reviewing board to pass upon recommendations from the various committees and to suggest plans to them.

The faculty sponsor does not take a conspicuous part in the meetings of the student council. This gives the students a chance to carry out the plans that were formulated in the committee meetings. If the sponsor has worked carefully with the various committees, he will not need to do much guiding in the meetings with the whole group. It is occasionally necessary, however, to speak on some subject, when it becomes clear that a little direction is needed; (the proper guidance can be supplied in the form of suggestions.)

It is impossible to plan all of the work of the student council in advance as carefully as described here. There are times when the sponsor and the committee considering the problem are in doubt. The student council must then act as a committee and consider each detail of the plan. We had such an experience last year when the point system committee was unable to decide on the relative evaluation to be given each office in planning the point system.

In addition to the work with the council and the various committees, the sponsor should spend some time training the officers of the student council. Careful training and sometimes frequent guidance of the president of the council is a necessary duty of the sponsor. The method and amount of training will vary with each president. It should be emphasized, however, that this is one of the duties of the sponsor that he must always find time to do. Some of the things that the sponsor does to train the president are: show the

president how to delegate responsibility to other students; explain the method of checking upon such work that is delegated to others; point out ways by which the president can train and develop students who are on the council and also certain students who are not members; confer with the president, at least one day before each meeting of the student council to help him organize plans so that he may conduct the meeting without aid from the sponsor. A certain amount of training will also be needed for the other officers. The sponsor should instruct the treasurer in regard to the proper methods for keeping the council's books. These books should be audited at least once each year. The secretary will often need some guidance in order to insure the proper keeping of all the minutes and any amendments that may be made to the constitution. Then too, some specific work should be planned for the vice-president, as all too often this officer has no definite responsibilities. All of the officers of the council should be taught to make frequent reports back to the student body. The student body should be made to feel that the council members are their representatives and that they will endeavor to carry out the wishes of the student body.

The faculty sponsor should take the time to hold an occasional conference with each member of the council. The faculty sponsor's contacts with the council members will most frequently be haphazard. That is, a hurried discussion will be held in the hall, cafeteria, or home room. These are needed, yet it is also desirable that the sponsor hold an occasional conference

with each council member in order that the sponsor may be informed about the ideas and aspirations of the members of this important group. These conferences offer an excellent opportunity for guidance. Furthermore, if the sponsor waits until something goes wrong or until the council gets off on the wrong track before calling these conferences, he can accomplish but little. Most of that will be in a negative way. He is not providing positive, dynamic, intelligent leadership.

When the faculty sponsor does the things described here, the question of the amount of time required is important. It has been our experience that it will take as much time to sponsor the student council meeting once a week as it does to teach a class meeting five times a week. The administration is convinced that it is necessary and advisable to take this time to guide the activities of the student council.

In conclusion, one notes the following as the most important duties of the faculty sponsor of the student council:

1. To secure the election of the best council possible.
2. To be able to suggest many worthwhile activities which the council can and will enjoy doing.
3. To meet with the directing committee at least once before each meeting of the council.
4. To also meet with every committee of the council.
5. To avoid taking a conspicuous part in the meetings of the council.
6. To spend some time in training the officers of the council.

## Around The Reading Table

**The Extra Curricular Library.** Harold D. Meyer, editor. (New York: A. S. Barnes and Company, 1929.)

A most timely and practical series in the junior-senior high school field is *The Extra Curricular Library*, several volumes of which are reviewed below. Other volumes will soon appear. The contributors, most of whom are actively engaged in the administration of extra curricular problems in progressive school systems, write from a practical point of view, hence numerous illustrations of current practices are given.

**Organization and Administration of Extra Curricular Activities.** By Cecil V. Millard.

A foundation for the entire *Extra Curricular Library Series* has been presented by Cecil V. Millard, superintendent of schools, district No. 5, Dearborn, Michigan, in this volume.

The material was secured through a questionnaire study of fifty-two school systems and a comprehensive analysis of the literature of the last five years in the field of extra curricular activities. Specific phases are illustrated so clearly that a principal could formulate a definite extra curricular program after a study of the eleven tables, sample record forms, actual practices, bibliography and the like.

The contents include definition and classification, philosophy, general objectives, administrative problems, and supervision of extra curricular activities. Problems of administration and supervision receive most stress; particularly, such topics as amount of time, crediting and recording participation, faculty, principal, and pupil supervision.

In this small book Mr. Millard has summarized and analyzed the basic principles and practices of a rich and balanced extra curricular program in an understanding and appreciative manner. (Pp. xiv, 145).

Helen Ederle,  
Assistant Professor of Education.

**Thrift Through Education.** By Carobel Murphey.

Miss Murphey, vice-principal of the Thomas A. Edison Junior High School, Los Angeles, describes in detail a thrift experiment in a high school of Los Angeles in 1927. An attempt was made to "determine the degree and character of modification that could be made in the thrift practices of the students participating in the experiment." After tracing the history of Thrift Education, the author evaluates previous research in the field and presents the psychological principles underlying Thrift Education. A minute description of the experiment in Los Angeles is then given. Definite suggestions for the promotion of Thrift Education conclude the discussion. In addition to numerous supplementary references given in footnotes, an excellent bibliography is appended. If only a part of the program discussed were to be actually realized, even the layman would realize that the spirit of Benjamin Franklin still lives in the youth of America. (Pp. x, 150.)

Helen Ederle,  
Assistant Professor of Education.

**Commencement.** By Gertrude Jones.

In this volume Miss Jones of the Lincoln High School, Lincoln, Neb., challenges high school principals and teachers with a rich and vital concept of commencement. After a clear-cut analysis of the significance of commencement, the author presents by means of illustrations of current practices the following aspects of the problem: Senior Speaker Type of Program, Pageants, Other Types of Commencements, Evaluating the Commencement Program, Class Pledges and Creeds, Recognition of Honor Students, Commencement Dress, Administrative Details, Other Senior Events, and a Typical Commencement Week Program. The appendix contains much recent periodical and book material, properly classified according to the topics previously mentioned. In all things the old must give way to the new. Therefore, the future commencement will be a "time character-

ized by beauty, dignity, fervency, inspiration, originality, and impressiveness." (Pp. xi, 115.)

Helen Ederle,  
Assistant Professor of Education.

**Home Rooms, Organization, Administration, and Activities.** By Evan E. Evans and Malcolm Scott Hallman.

This book by Mr. Evans, principal of the Winfield Junior-Senior High School of Winfield, Kansas, and Mr. Hallman, principal of the Washington Senior High School of Cedar Rapids, Iowa, should be in the hands of every home room supervisor or sponsor. It should also serve as a source of valuable information to the administrator who is looking forward in his efforts to bring into the schoolroom valuable activities which we have been unable to give regular places in our traditional curricula.

The authors divided their work into two parts. Part one offers many new ideas and suggestions which should prove very helpful in the organization and administration of home room groups. In part one the authors set up the following objectives:

1. To review briefly the development of general extra curricular practices.
2. To set up the general objectives of the home room organization.
3. To justify the organization.
4. To explain each step in the organization of and carrying out of a home room program.

Part two of the book, perhaps, is the most valuable. In this section the authors present many home room projects and programs. These have all been actually tried out by the authors. They claim that theory is left out and what is presented has proved to be practical. (Pp. xi, 154).

Olis G. Jamison,  
Assistant Director of the Training School.

**Student Publications.** By George C. Wells and Wayde H. McCalister.

"Student Publications" is a most excellent and complete handbook for any supervisor of student publications. It has been designed by the writers, Mr. Wells, secretary of the state board of education of Oklahoma and special instructor in school administration at the University of Oklahoma, and Mr. McCalister, director of student publications and vice-principal of the Webster Junior High School of Oklahoma City, to be adapted to high school needs, but it may be very useful to college staffs in suggested methods of procedure.

In discussion of the school newspaper, the authors have given a true newspaper slant upon their writings. In this particular field, "Student Publications" will need to be kept at hand to be referred to very often in the matter of newspaper style, the "lead," and head writing. Different from many books on the subject of the school newspaper, this volume includes many of the mechanics of the publishing process which have to deal with the staff's relations to the print shop. All of this information is complete and yet concise.

The handbook is defined with a serious discussion as to its educative value and the persons for whom such a publication is intended. An unbiased discussion of the yearbook, its drawbacks, its unpopularity in some parts of the country and its popularity in others, its great expense, and its purposes and good features is given in a chapter entitled "The Yearbook." Seventeen valuable suggestions are given on how to make the student magazine more effective. These are in another chapter. Other student publications are defined and suggestions are given for each. The evening school publications conclude the discussions of the book. (Pp. x, 180.)

Mary E. Moran (Per J. M.)  
Professor of English.

**Assembly Programs.** By M. Channing Wagner.

Mr. Wagner, assistant superintendent in charge



of secondary education and research, Wilmington, Delaware has given a most practical contribution to secondary education in this book. He accepts the following point of view: "The best approved practice today recommends the appointment of an assembly sponsor who directs and prepares assembly programs."

Accordingly, after giving a definition of the assembly, underlying principles and aims, there follows a most detailed discussion of the problems of organization such as committees, calendar time, test of a good assembly, etc. This is followed by a classification of the programs into three groups:

- "Group I.
  - "Devotional
  - "Instructional
  - "Entertaining
  - "Esthetic
  - "Civic Programs
- "Group II.
  - "Seven Cardinal Principles
- "Group III.
  - "General Welfare
  - "Current Interests
  - "Growing Out of Extra Curricular
  - "Growing Out of Curricular
    - "Music
    - "Special Days
    - "Agencies Supplementing Work of the Schools
    - "Miscellaneous."

The most valuable part of the book is the section devoted to detailed assembly programs for a school year of thirty-eight weeks. If these ideas were generally practiced, assembly programs would yield inestimable educational value. (Pp. xii, 142).

Helen Ederle,  
Assistant Professor of Education.

**Point Systems and Awards.** By Dr. Edgar G. Johnston.

A careful questionnaire and field study by Dr. Johnston, assistant professor of secondary education and principal of the University High School, University of Michigan, reflects the dynamic extra curricular philosophy of Fretwell, Symonds, Briggs, and others from Teachers College, Columbia University. The major problems considered are those of guidance, limitation, and stimulation. The whole discussion is a blending of theory and current practices in such a way that the point system, in some form or other, stands out as most practical in 1930.

Numerous illustrations of how to stimulate extra curricular participation are included; namely, requiring participation for graduation, giving academic credit, proportional or optional credit, use of letters, certificates, public recognition, positions dependent on honor points, honor societies, weighting of points, point scales, etc. Additional practical features are suggestions as to how to install a point system, vital recommendations in regard to guiding, limiting, and stimulating participation, along with an annotated bibliography which is extensive and recent.

In view of the Indiana State Athletic Association's problems at the close of a basketball season, this book presents a fair and sane system of awards which should stimulate the participation of all students instead of the few who are naturally gifted in all phases of extra curricular activities. (Pp. xiv, 160).

Helen Ederle,  
Assistant Professor of Education.

**Financing Extra Curricular Activities.** By Harold D. Meyer and Samuel McKee Eddleman.

Since the financial aspect of the extra curricular program is almost approaching the stage of "big business," any attempt to improve the efficiency of handling funds will be most cordially received by all those interested in secondary education. To the editor of the series, Harold D. Meyer, who is also professor of sociology and chief of the bureau of recreation at the University of North Carolina, and to Samuel McKee Eddleman, high school department, Shelby, North Carolina, much gratitude is due for this splendid, brief, topical discussion of extra curricular finances.

The questionnaire method provided a mass of

data from which it was possible to secure a cross-section of the practices actually in use throughout the United States. "Modern educational principles and adaptability to any situation" became the criteria for the selection of the data used in this study.

After presenting a list of thirty general means for raising money, certain problems such as activities ticket, the clearing house of the associated students of the Chico State Normal, the carnival, paper drive, etc., were discussed and illustrated. How to finance specific activities included financing the newspaper, clubs, festivals, debating, and cafeteria was discussed. Fourteen methods of distributing finances were presented and illustrated. These fourteen methods may be reclassified on the basis of attitude into three groups: "paternalistic, laissez-faire, and democratic." Chapter III contained a brief discussion of decentralized control—the kind of control that ninety per cent of the schools reported—and four excellent plans for centralized accounting for all types of schools. Half of the book has been devoted to appendices which illustrate a student activity ticket, and three different systems for accounting for all moneys ranging from the simple method used in the Ypsilanti High School to the budget type of Washington High School in Massillon, Ohio, and the Huntington, West Virginia system which has an unusually large amount of funds. An exact, complete, and recent bibliography furnishes the reader with ample supplementary material.

Training in finance becomes a part of a broad citizenship program and business efficiency supplants haphazard spending which in the past often left a trail of debt. (Pp. xii, 132).

Helen Ederle,  
Assistant Professor of Education.

**Supervision of the Elementary School.** By Clarence R. Stone, author and lecturer. (Boston: Houghton Mifflin. 1929. Pp. xix, 573.)

This is, perhaps, the most recent addition to the Riverside Textbooks in Education. It consists of eighteen chapters, the last twelve of which are devoted to the supervision of the elementary-school subjects. Arithmetic, reading, language, spelling, handwriting, social studies, physical education, health and hygiene, nature appreciation and elementary science, music, art, and character education and citizenship are each made the topic of a chapter's discussion. The author's outline in the treatment of each of these subjects is not the same in every case, but it is essentially so. The outline of the chapter on elementary science is typical. It follows: The program in nature appreciation and elementary science; instructional standards in nature appreciation and elementary science; diagnostic analysis in the supervision of nature appreciation and elementary science.

In the first chapter, the author sets forth the objectives of supervision by the elementary-school principal. Still another of the introductory chapters sets forth the means by which a principal may organize his work and find time for supervision. He discusses the techniques in using some of the more common supervisory devices in another, while in another he shows the place of standards related to general methods and certain phases of teaching.

Any teacher-training institution, it seems to the reviewer, should offer at least three courses in supervision, one in the devices and techniques of supervision, one in the supervision of elementary subjects, and one in the supervision of secondary subjects. This new textbook by Stone would be appropriate for the second of these courses.

J. R. Shannon,  
Acting Head, Department of Education.

**Basketball for Coaches and Players.** By George F. Veenker, basketball coach at the University of Michigan. (New York: A. S. Barnes and Company. 1929. Pp. 232.)

This volume is a good one. It covers every phase of the game, and it is helpful not only to coaches, but to players as well.

Mr. Veenker stresses fundamentals, and these, if executed correctly, will bring out the type of men the coach can depend on. The reason for this is that most offensive systems are built around fundamentals. Therefore, after these have been specialized on, the coach should begin his type of play that he expects to use during the season.

The correct method of teaching, first of all, would be demonstration by the coach who should, of course, be attired in basketball clothes. Then let the players execute it slowly. A third step is up to the coach again, in that he will correct their executions. The fourth step returns it to the players in that they now repeat the movement until it is a habit. Once a player has acquired one fundamental correctly, he can combine it with the practice of another to relieve monotony.

The book is well written and clearly explains the technical art of building a good team.

Walter E. Marks,

Coach of Basketball and Football.

**Jip and the Fireman, Billy's Letter, Mr. Brown's Grocery Store, Mary and the Policeman.** By Helen S. Read and Eleanor Lee. (New York: Charles Scribner's Sons, 1929.)

These are four new books of a series of social science readers for beginners in reading. Young children will find them as interesting in content as the first four which were published a year ago. For each page of reading material there is an illustration. The title of each indicates the nature of the content, the purpose of which is to extend the child's knowledge of the many interesting things in his immediate environment. Teachers will find them excellent to supplement the primers and first readers and at the same time relate the social studies and language arts program.

Joy M. Lacey,

Assistant Professor of Education.

**Public School Administration.** (Revised and Enlarged). By Elwood P. Cubberley, Dean of the School of Education, Leland Stanford University. (Boston: Houghton-Mifflin, 1929. Pp. xxii, 710).

Cubberley's first book in Public School Administration was copyrighted in 1916 and again in 1922. The present edition is noticeably different from the earlier one. Chapter twenty-four of the earlier edition has been omitted entirely from the 1929 edition. Five new chapters have been added and the content of practically all the other chapters has been revised, enlarged and supplemented with newer data.

This text is as accurate as could be expected in light of its volume and the volume of other material coming from Dr. Cubberley's pen. Most statements are supported by data and most data are correct. Both the educational and the business aspects of school administration are covered in this volume. This book probably will be the standard text in school administration for another decade.

J. R. Shannon,

Acting Head, Department of Education.

**Manual of Observation and Participation.** By Alonzo F. Myers and Edith E. Beechel, director and assistant director of teacher training, College of Education, Ohio University. (New York: American Book Company, 1926. Pp. 263.)

In their introduction the authors say frankly that the purpose of the manual is "to lead the student to discover and apply the principles which underlie successful teaching. It is designed to serve as a direct preparation for student teaching." It is not intended, therefore, as a student teaching manual. A frequent comment of student teachers is that they have had in other courses much theory and little direct contact with actual school situations. Doubtless this preliminary contact should be given in courses on principles of teaching, classroom management, and child study. For such courses the book would serve as an excellent laboratory manual. Since these courses are, as a whole, very largely discussions of theory, the contact through a special course in observation

and participation becomes necessary. For such a course the manual will serve as a very helpful laboratory guide.

E. N. Canine,

Director of Supervised Teaching.

**Educational Accomplishment as Indicated by Tests and Measurements.** Pasadena City Schools Administrative Research Series, 1929. Monograph Number 3. (Pasadena, California. Pp. 55)

In this monograph we have a fine example of the practical use of tests and measurements in a city school system. Tables, charts, and diagrams make definite and clear the data presented. After giving the usual under-achievement and over-achievement tables the authors show how the "three track" system is administered. While nine different factors are taken into account in classifying pupils the preliminary grouping is based upon (a) educational age and educational quotient, (b) mental age and intelligence quotient, (c) composite judgment of teachers, and (d) previous school record. A scatter diagram of each curriculum group shows how closely the grouping follows the educational quotient and intelligence quotient placement.

E. L. Abell,

Professor of Education.

**Development of the Summer School of West Virginia University 1898 to 1928, As Related to the Department, School, or College of Education.** By Henry Cremer, associate professor of education, West Virginia University. (Indiana, Pa.: R. S. Grosse Print Shop, 1929. Pp. 14.)

The purpose of this pamphlet is to seek out the important facts in the history of the summer sessions held at West Virginia University. It treats the length of term, enrollment, admission, scope of work, branch session, lectures and instructors employed, opportunities for directed teaching, analysis of general professional courses, and analysis of special professional courses. The summary contains thirteen definite statements regarding the Summer School of West Virginia University.

**The Questionnaire.** Research Bulletin of the National Education Association, Vol. VIII, No. 1. January, 1930. (Washington: National Education Association, 1930. Pp. 51.)

The purpose of the bulletin is to answer the following questions:

1. Do questionnaires serve useful purposes, and if so, what are they?
2. How may questionnaires be better prepared?
3. How may the number of questionnaires be reduced?
4. How may the results of questionnaires be made more useful?
5. What is the size and character of the problem of dealing with questionnaires as it is encountered by superintendents of schools?
6. What should be the attitude and practice of superintendents of schools in dealing with questionnaires?
7. How may the various interested agencies cooperate in an intelligent regulation of the questionnaire problem?

**The New Standard Achievement Test.** By Kelley, Ruch, and Terman. (Chicago: World Book Company, 1929.)

Users of the Stanford Achievement Test were pleased to see a new and enlarged edition of this splendid test.

**Nursery School Procedure.** By Josephine C. Foster, associate professor in the Institute of Child Welfare, University of Minnesota, and Marian L. Mattson, formerly nursery school teacher in the Institute of Child Welfare, University of Minnesota. (New York: D. Appleton, 1929. Pp. xiv, 220.)

This book is planned for the use of university and college students who are working with child-

ren of pre-school age. However, it is an interesting book for parents as well as teachers who are interested in keeping the very young children both mentally and physically healthy. The management of the American nursery school is presented in a simple and direct exposition—needless technical terminology being omitted—which makes the book quite valuable for anyone who may be interested in the education of the pre-school child. The authors are neither theorists nor propagandists. They have had professional experience in the Institute of Child Welfare at the University of Minnesota, which university is outstanding in pre-school education. This book leads the reader to react intelligently and critically to the program of the nursery school, and it is a valuable reference for both parents and students.

Ivah M. Rhyan,  
Head, Department of Home  
Economics.

**The Cost of Municipal Operation of the Seattle Street Railway.** By Harry Leslie Purdy. University of Washington Publications in Social Sciences. Vol. VIII, No. 1. (Seattle: University of Washington Press. August, 1929. Pp. vi, 28.)

**Utah and The Nation.** By Leland Hargrave Creer. University of Washington Publications in Social Sciences. Vol. VII. (Seattle: University of Washington Press. July, 1929. Pp. x, 275.)

**History of Early Common School Education in Washington.** By Thomas William Bibb. University of Washington Publications in Social Sciences. Vol. VI, No. 1. (Seattle: University of Washington Press. June, 1929. Pp. vi, 154.)

**Foreign Language Equipment of 2,325 Doctors of Philosophy.** By George H. Betts, Northwestern University and Raymond A. Kent, University of Louisville. (Bloomington, Ill.: Public School Publishing Company. 1929. Pp. 151.)

This is an age of agnosticism. People are less willing than formerly, we hope, to accept things simply because they are traditional. For a number of years there has been a growing suspicion concerning the validity of the foreign language requirements for the degree of Doctor of Philosophy. Not until the spring of 1929 did any one venture to make an extensive scientific inquiry into the matter. At that time, the authors of this volume, working through the research division of Northwestern University, undertook the hazardous topic by means of a questionnaire to Doctors of Philosophy. The investigation hoped to find out the attitudes of the men who had already met the requirements, and to invoice their language equipment. This volume is devoted to a report of the questionnaire study.

The volume could be said to contain a somewhat biased report of an unbiased research. In repeated instances the report reveals the personal attitude of the investigators. This personal touch can probably be justified because of this fact: Many respondents to the questionnaire tried to lay the blame for all dissatisfaction with present conditions at the door of the educationists, which allegation is false, and the investigators themselves are educationists.

Besides an introductory chapter and two concluding chapters, the volume is organized around the report of doctors in seventeen subject fields. In each of these seventeen chapters is a table showing the use made of foreign languages by the doctors of such field, a table showing the years of formal study of the languages, and one showing the estimated skills of the doctors responding. Also, each chapter presents quotations from respondents representing different points of view. As a rule, the quotations are of three groups, those supporting the language requirement, those opposing it, and those, from both camps, attacking the present methods of administering the requirements.

One of the most significant findings of the study is that in all subject fields the doctors disagree. In each the majority opinion is in favor

of the language requirement, but in practically all there is a noticeable minority opposed. In all it was quite apparent that the present Doctors of Philosophy are displeased with the manner in which the requirement is being administered. Their suggestions concerning the administration of the requirement may be grouped under four heads: (1) The same requirements should not be applied to all candidates for degrees. The nature of a candidate's research should determine his language requirements. (2) Cease to permit the requirement to be a farce. Make it more than a paper regulation. Make the requirements bona fide. (3) Require the mastery of languages earlier in the students' graduate courses. (4) Let the subject-matter and the examination in the languages be fixed by the departments concerned instead of by foreign language departments.

Among the subject fields containing a larger proportion of doctors inclined toward liberality in languages are economics, education, and political science. Among the more conservative are mathematics and astronomy, philosophy, and zoology. "It seems to be a rule that scholars who deal more with people than with symbols and things are less addicted to the languages."

There is no doubt but this is a wide-open question. The very fact that two thirds of the doctors to whom questionnaires were mailed responded is evidence. The present study is just a beginning. It is not conclusive. Others will probably follow, and the authors suggest some lines for future investigation.

J. R. Shannon,  
Acting Head, Department of  
Education.

**Creative Drama in the Lower School.** By Corinne Brown, assistant principal, teacher training department, Ethical Culture School. (New York: D. Appleton and Company. 1929. Pp. xiv, 226.)

For many years the Ethical Culture School has been outstanding in its contributions to progressive education and this book by one of its faculty is a contribution to be welcomed by many teachers. With all the emphasis at the present time on creative expression it is doubly welcomed by the primary teacher since it deals with the creative drama for the youngest children in the school. Little has been written on this particular topic. It is so practically written and contains so many illustrations that it will be a valuable reference in every normal school and teachers college. The individual teacher and student will find it interesting, full of suggestions, and a valuable book for her own book-shelf.

The book is divided into five parts: Before Drama; Children's Drama; Variants of the Drama; Stage-Craft and Production; and Theory of Creative Drama for Young Children. The principles underlying the dramatization of the simplest Mother Goose rhymes as well as those underlying the formal dramatic presentation of literary and historical material are set forth. The place and value of rhymes and dances, puppet shows, motion pictures, and pageantry, as phases of the creative drama are discussed fully. Costuming and stage setting are made clear with many figures, patterns, and practical hints as to how children may do most of this work for themselves. The last part includes the historical background of the drama and the psychology and pedagogy involved in making it a school enterprise. The book is a real inspiration and guide to teachers who are interested in fostering the creative efforts of little children in whatever way they may manifest themselves.

Joy M. Lacey,  
Assistant Professor of Education.

**English in Action, Book I and II.** By J. C. Tressler, head of the department of English, Richmond Hill High School, New York City. (Boston: D. C. Heath and Company. 1929 Pp. xi, 468; xv, 589.)

"English in Action" is a good illustration of the practical application of recent pedagogical theories on the subject. High school teachers in search of a text that will work can hardly make



a mistake in choosing this book.

Volume I covers the course of the junior high school and may be used in the first year of the senior high school. Volume II is sufficiently advanced to meet the standards and needs of the best senior high schools.

Here is a text at once plain and decorated, real and ideal. It carefully provides all necessary practice in bread-and-butter English, and at the same time does not neglect aids on the road to literary tastes and a professional style. It contains rich and ample drill materials, so that the inexperienced teacher will never be at a loss in this connection. Indeed, so voluminous a work will require considerable skill in choosing the exercises that best fit the needs of the individual student and class.

The various divisions of practical English are carefully treated: conversation, news-writing, letter-writing, précis; sentence and paragraph; grammar and spelling. But the short story, verse, and essay, also come in for their due share of attention. Grammar is there, as it ought to be, in its functional garb. Bad habits face an attack that is staggering.

The format is unusually attractive. It ought to win respect, if not affection, for a beautiful book. And finally, be it said with emphasis that the illustrations, though they might be more numerous, are of the kind that encourage English in action.

L. H. Meeks,  
Head, Department of English.

**Training Secondary School Teachers.** A Manual of Observation and Participation. By Alonzo F. Myers and Floyd E. Harshman. (New York: American Book Company. 1929. Pp. 245).

The manual is for use by students. It is built on two assumptions—that successful teaching utilizes many techniques and that adequate preparation for teaching must provide the student with opportunity to observe and practice each of these techniques before undertaking the whole task of teaching. In accord with this the content of the manual is organized, depending on the nature of the techniques, into six large divisions or units. These are: preliminary unit, getting acquainted with the school, management, directed study, observation of teaching, and types of teaching and learning. Lessons carefully worked out are included under each of the units or divisions.

One of the admirable features of the manual is the definiteness with which the work is outlined for the student. In a field where a lack of specific objectives is all too common, it is refreshing indeed to find this outstanding exception. An important factor in raising achievement undoubtedly is a definite statement of specific objectives to be obtained. The manual is distinctly successful in this respect.

In the question of emphasis the authors are not so happy. Three of the units and seventeen of the thirty-five lessons are devoted to those "teaching techniques" or activities which have to do with the mechanical and routine aspects of teaching. While no one would minimize the importance of these activities, it seems to the writer that more time is devoted to this aspect of teaching than the learning difficulty of the techniques would justify. In a course in observation and participation the major emphasis unquestionably should fall on those techniques directly connected with teaching and learning.

The book serves a distinct need. It is one of the best manuals that the writer has examined.

Frank L. Wells,  
Assistant Professor of Education.

**Teacher Demand and Supply in the Public Schools.** By F. L. Whitney, Director of the Department of Educational Research, Colorado State Teachers College. Colorado Teachers College Education Series, No. 8. (Greeley, Colorado: Colorado State Teachers College. 1930. Pp. xix, 139).

The purpose of the present study is to get the facts about the teacher-training situation in the state of Colorado as typical of the situation in other states. What are the state sources of trained teachers, and how many are furnished?

How many teachers come from outside the state? How many are needed to take care of the annual turnover? The author deals with questions like these and many of a more specific nature.

The study has been carried on to show the present status of teacher demand and supply in Colorado. For purposes of comparison with results with those obtained in Ohio, the procedures and the technic of a similar study by Buckingham were used to a large extent.

The study is an interesting present status study typical of the other researches of the author.

**The Individual Pupil in the Management of Class and School.** By Dr. Paul R. Mort, associate professor of education, Teachers College, Columbia University. (New York: American Book Company. 1928. Pp. 383.)

This is the most thorough-going treatment of the problem of dealing with the individual pupil and his needs—physical, mental, moral, social, and vocational—that is to be found in pedagogical literature to date. Here we have a clear, practical, comprehensive plan of ministering to each pupil at all ages and under all circumstances, so that the pupil will profit most by his contact with the school.

Much has been written in recent years concerning the need of solving this problem of caring for each pupil's needs but in practice little has been done except in isolated cases. All too frequently the needs of the individual pupil are lost sight of in an effort to deal with the group, in spite of the fact "that there is not a pupil who in one way or another does not need individual attention." "The teacher who does not see in each of his pupils some need not cared for by a common-school program fails in his insight into the needs of those for whom he is responsible."

To minister to each pupil's needs requires, according to this author, the following school staff: visiting teacher, vocational counselor, psychologist, psychiatrist, dean of girls, director of research and guidance, school physician and school nurse, physical director, dentist, and of course the regular teacher and principal.

This is one of the most stimulating books on practical pedagogy that has appeared in years and should be read by every teacher but most particularly by every administrator.

R. A. Acher,  
Professor of Education.

**Current Problems of Supervisors.** Third Yearbook of the Department of Supervisors and Directors of Instruction of the N. E. A. by J. Cayce Morrison and others. (Bureau of Publications, Teachers College, Columbia University. 1930. Pp. x, 252.)

The major portion of this yearbook is devoted to a report of a survey of certain aspects of supervision of instruction from the viewpoint of the supervised. By working through one hundred fifty-four members of the department, reactions from two hundred twenty-nine teachers were received. The information sought from the teachers pertained to the teachers' daily problems presented to the supervisors during one week of the second semester of 1928-1929, the teachers' requests for supervisory assistance during the same period, the most important problems met by the teachers during the entire school year, and types of help received by the teachers from their supervisors during the year. The study also obtained reports from the supervisors concerning problems which they had attacked on their own initiative, problems which they had had presented to them exclusive of requests for aid from teachers and case studies of problems met during the year. All of the data received from the various sources were evaluated and treated, and conclusions based on them are reported.

In general, the problems presented are classified under seven heads: aims and methods of teaching; instructional materials; classroom organization; pupil control; professional growth in service; miscellaneous; and administrative. In all instances, problems under the first heading far outnumbered those under any other.

Five principles were followed by the committee



as criteria for guiding its interpretation of data. They are: supervision is philosophic; supervision is cooperative; supervision is creative; supervision is scientific; supervision is effective.

Some of the conclusions of the study are that neither teachers nor supervisors evince much interest in the interpretation of aims or objectives, that some of the newer movements in education represent a very minor part of the work of the supervisors, that emphasis is still on classroom observation followed by discussions, and that little emphasis is being given the scientific aspects of supervision.

At the end of the report of the investigation is an evaluation of the yearbook by Orville G. Brim.

J. R. Shannon,  
Acting Head, Department of  
Education.

**Educational Biology.** By W. L. Eikenberry, professor and head of the science department, Trenton Teachers College, Trenton, N. J., and R. A. Waldron, professor and head of the science department, State Teachers College, Slippery Rock, Pennsylvania. (Boston: Ginn and Company. 1930. Pp. viii, 549.)

A very interesting, well arranged book, offering a wide range of subjects for the student's consideration. The references at the end of each chapter offer sources for material to those interested in additional reading. The illustrations are fortunate in that they offer the student an opportunity to become familiar with leaders in present day biology as well as with special subjects of biological interest. The title of the book is rather unfortunate since all biology should be educational if properly presented.

**Daily Drills for Better English.** By Edward H. Webster, professor of English, State Teachers College, Upper Montclair, New Jersey. (Yonkers-on-Hudson, New York: World Book Company. 1930. Pp. x, 389.) and,

**Oral Tests for Correct English: A Teacher's Manual.** By Edward H. Webster. (Yonkers-on-Hudson, New York: World Book Company. 1930. Pp. 92).

The first of the two books is another of the popular present-day manuals of correctness in English usage. This statement, however, does not mean that it is like others; it isn't. The second book is accurately described by its sub-title.

The first is evidence of the desperate straits to which teachers of the vernacular are reduced; they adopt and adapt to their purpose, as they certainly should, every possible promising device. And all this comes from our insensibility to and our complaisance concerning blundersome language.

The material is organized under six main heads. Renewing acquaintance with the Sentence, Oral Grammar, Rhetorical Principles, Good Diction, Pronunciation, and Spelling. Then The Parts of Speech and Capital Letters and Punctuation are grouped under an appendix. To do so is to minimize their importance, a result that I can't justify.

Principles of good usage are stated and an abundance of practice matter is supplied. But new to such books are Diagnostic Tests, Self-Measurement Tests, Setting-up Exercises, and Practice Exercises. These latter justify the book; they serve to vary the approach.

The book is rather fuller than similar books, and gives the impression of greater detail than is usual, but this is due to the quantity of exercise matter, to which the second volume adds a deal.

The book should be really serviceable to the English student and teacher.

Victor C. Miller,  
Professor of English and Director  
of Junior College Composition.

**Pupil Citizenship.** By George W. Diemer, President of Teachers College of Kansas City, Missouri, and Blanche V. Mullen, instructor in citizenship in the Teachers College of Kansas City, Missouri. (Yonkers-on-Hudson, New York: World Book Company. 1930. Pp. xi, 339.)

"Pupil Citizenship" is a book containing three

hundred and thirty-three pages of reading matter. The aim of the book is to aid teachers of civics in making civic problems practical. The authors believe this may best be accomplished through pupil activity and pupil-participation. The general theme of the book is that society through the schools has been training for citizenship rather than training in citizenship. Many desirable references as well as suggested problems appear in the book.

C. T. Malan,  
Associate Professor of History.

**Experimental Research in Education.** By Walter S. Monroe, Director, Bureau of Educational Research, and Max D. Englehart, Assistant, Bureau of Educational Research, University of Illinois. University of Illinois Bulletin. (Urbana, Illinois: University of Illinois. April 8, 1930. Pp. 105).

This bulletin is a timely attempt to stabilize educational experimentation and to some extent to suggest ways and means of putting this phase of educational research on a sound basis. The writers attempt:

1. To describe in detail the procedure that should be followed in educational experimentation to arrive at dependable conclusions.

2. To apply the procedure outlined as a means of evaluating a group of experiments.

3. To formulate an appraisal of the present status of experimentation as a procedure in educational research.

Attention to specific recommendations of this bulletin on the part of research workers in education (graduate students and specialists alike) will go a long way toward establishing confidence in scientific educational procedures.

**What Kind of High Schools Contribute to College Failures?** By J. M. Stalnaker and H. H. Remmers. Purdue University Studies in Higher Education XIV. (Lafayette, Indiana: Purdue University. March, 1930. Pp. 40).

The answer is the small high schools (less than 200 student enrollment). The study is limited to student elimination from Purdue University, covering the period from 1922 to 1928 and involving 5220 students. "A number of prior considerations, such as lack of stimulating environment in rural sections, overloading of inexperienced teachers, low salaries, small number of teachers, a great diversity of subjects taught by a single teacher, a large teacher turnover, relative meager curricular offerings, overloading of teachers, a possible selective effect in country-to-city migration, and the shorter term of instruction, are offered as possible explanations for the relatively great proportion of elimination from the University before graduation of students from small, short-term high schools."

**Department of Superintendence Official Report.** The annual report of the Department of Superintendence of the National Education Association of the United States. Published by the Department of Superintendence, 1201 Sixteenth Street, Northwest, Washington, D. C. March, 1930. Pp. 283).

**Bibliography of Research Studies in Education: 1927-1928.** Prepared in the Library Division of the Office of Education, United States Department of the Interior, by Edith A. Wright, compiler. United States Department of the Interior Bulletin, 1929. No. 36. (Washington: Government Printing Office. 1929. Pp. x, 225).

**Bulletin of the Department of Elementary School Principals, Vol. IX, No. 2.** Published by the Department of Elementary School Principals of the National Education Association of the United States, 1201 Sixteenth Street, Northwest, Washington, D. C. January, 1930. (Pp. 60).

**Annual Report of the Superintendent.** School Document, No. 7—1929. Published by the Boston, Massachusetts Public Schools. (Pp. 313.)

**Office Practices in Secondary Schools.** By W. C. Reavis, professor of education, University of Chicago, and Robert C. Woelner, assistant pro-

fessor of education, University of Chicago. (Chicago: Laidlaw Brothers. 1930. Pp. 240).

The primary purpose of this book is to supply factual answers to the many questions of principals, superintendents, and boards of education, regarding established practices in secondary schools.

The book reports the practice in a large number of high schools of practically all the administrative problems of the high school principal. The authors are not led to the conclusion that frequency of performance is a sufficient basis for determining the relative importance of the act in office administration. They do, however, point out the value of frequency data and their final chapter is a splendid statement of their position on this point.

The book will prove of considerable value to both the new principal faced with problems of office administration and to the experienced principal who is endeavoring to increase the efficiency of his organization.

**Problems in Teacher Training, Volume IV.** Compiled and edited by A. L. Suhrie, professor of education, New York University. (New York: New York University Press Book Store. 1929. Pp. xiv, 355).

The volume constitutes the proceedings of the 1929 spring conference conducted by the normal school and teachers-college section of the New York Society for the Experimental Study of Education.

The conference was organized around five major topics dealing with the general theme of cooperation. This volume is devoted to the various discussions of each topic. The topics follow:

Cooperation in attracting, selecting, and training a professional staff for the teaching service.

Cooperation in setting up policies and in administering programs of service in a state system of teacher-training institutions.

The teachers college program of education in the effective use of English, a student-faculty cooperative exercise.

The teachers college program of education in health, a student-faculty cooperative enterprise.

Student cooperation with each other and with the faculty and administrative offices in teacher-training institutions.

J. W. Jones, Director,  
Division of Research.

**Standard Tests.** By Charles Russell, principal of the Massachusetts State Normal School, Westfield, Massachusetts. (Boston: Ginn and Company. 1930. Pp. v, 516).

From the title one is led to expect that this

book is another contribution to the books describing the various standardized tests. It is, however, devoted to the theories and technics of testing. The organization of the book is simple; it begins with the development of measurement, continues with the forms of tests, the measures used and the means of deriving them, and ends with a broad discussion of uses. It is a practical book and should prove of considerable value to teachers engaged in the use of tests in their schools.

J. W. Jones, Director,  
Division of Research.

**Quantitative Measurement in Institutions of Higher Learning.** Eighteenth Yearbook of the National Society of College Teachers of Education. Edited by S. A. Courtis, secretary-treasurer of the society. (Chicago: University of Chicago Press. 1930. Pp. ix, 253).

The yearbook is a resume of practice as portrayed in current literature rather than in the results obtained from the use of a general questionnaire. However, it should be added that the committee recognized the necessity for the use of the questionnaire in the preparation of certain chapters. It is a critical review of the outstanding investigations rather than a wholesale summation of literature bearing on the given topics. The chapters present a summary of the outstanding tendencies revealed by investigations and suggest the nature of most profitable lines of future development. The interpretation of the words "quantitative measurement" is not limited to mean measurement by means of standardized tests, but is broad enough to include other related studies involving the use of proper experimental and statistical techniques.

The yearbook represents a type of handbook on quantitative measurement in institutions of higher learning. It contains a discussion emphasizing the meaning and significance of the movement; a bibliography of standardized instruments of measurements; a bibliography exhibiting the leading articles bearing on quantitative measurement in institutions of higher learning; summaries of outstanding investigations emphasizing various uses of quantitative measurement on the college level; statements of the outstanding tendencies revealed through reviews of the literature dealing with the various aspects of the movement; and the uses which the members of the National Society are making of quantitative measurements in their own teaching or investigations, and the general attitude of the membership toward the movement.

J. W. Jones, Director,  
Division of Research.

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